

DOCUMENT RESUME

ED 186 716

CE 025 305

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 TITLE Equal Is Better: A Voc Ed Guide to Sex Fairness Resources and the Law. Vocational Education Development Series No. 8.
 INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
 PUB DATE 79
 NOTE 163p.
 AVAILABLE FROM National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$8.50)
 EDRS PRICE MF01/PC07 Plus Postage.
 DESCRIPTORS Administrator Guides; Career Guidance; Community Education; Educational Legislation; *Equal Education; *Federal Legislation; Inservice Teacher Education; Instructional Materials; Preservice Teacher Education; Program Guides; *Resource Materials; Sex Bias; Sex Discrimination; *Sex Fairness; Sex Stereotypes; *Vocational Education
 IDENTIFIERS Title II Education Amendments 1976; Title IX Education Amendments 1972

ABSTRACT

Intended to serve as a guide to selected current resources promoting sex equity in vocational education and to the legal regulations which mandate equitable programs, this reference guide is organized into two major sections: Sex Fairness Resources and The Law. Sex Fairness Resources divides the resources listed into sections that reflect six aspects of vocational programs: administrative resources; curriculum and classroom materials; resources for inservice/preservice; guidance; community members; and references. Within each section, print and mixed media materials are identified alphabetically by title, one reference to a page, and include a description of what the resource contains, how it could be used, the developer's name and address, price, and where to obtain a copy of the document. Where resources can be used in more than one aspect of a program, they are listed in more than one section. ERIC document numbers are included where appropriate. Part II, The Law, briefly summarizes two major pieces of legislation designed to overcome sex bias and stereotyping, Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976. Cross references are provided to the resources described in Part I according to their applicability to the laws. A final section contains capsule descriptions of other laws that affect sex equity and employment. A title index is included. (MEK)

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EQUAL IS BETTER

A Voc Ed Guide to Sex Fairness Resources and the Law

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Dissemination and Utilization Program

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio
1979

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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FOREWORD

Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976 emphasize a national concern about attaining sex fairness in vocational education programs and practices.

As a result, vocational educators often need up-to-date, relevant resources that will aid them in meeting the legislative mandates and help them in operating sex-fair programs. The National Center assists in this endeavor by locating and disseminating related information and resources. This sharing contributes to systematic and cost-effective program planning because duplication of effort is lessened and the use of resources already developed is encouraged.

The Dissemination and Utilization Program has developed this guide as a way to share useful information about sex fairness resources and the law. David L'Angelle and Sarah Williams coordinated the compilation of resources and associated information. Editorial and technical services were performed by Faith Justice, Maureen Kelly and Lynne Petersen.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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OVERVIEW

Equal Is Better is your guide to some recently developed resources for promoting sex equity in vocational education and to the legal regulations which mandate equitable programs. It's intended to help you to better understand what the legislation provides for and to become aware of some available sex fairness materials that apply to the requirements of the law.

There are two major parts to *Equal Is Better*:

- *Part I: Sex Fairness Resources* introduces you to a wide range of materials that can help you overcome sex discrimination, bias, and stereotyping in vocational programs. You can review descriptions of the resources in light of the several aspects of vocational programs in which they might be used.
- *Part II: The Law* gives you short summaries of two important laws that prohibit sex discrimination, bias, and stereotyping in vocational education—Title IX and Title II—and it cross-references the resources in Part I as they correspond to the laws. You'll also find out about other laws that provide for equity in education and employment.

Remember, this is your guide to creating and maintaining sex-fair vocational education programs. Use it!

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PART I: SEX FAIRNESS RESOURCES

INTRODUCTION TO PART I

Part I of *Equal Is Better* briefly describes some recently developed resources available to help you overcome sex discrimination, bias, and stereotyping in your vocational program. It focuses on a range of situations in which you may want support materials, and it tells how you can get copies of them to use.

HOW IS THIS PART OF *EQUAL IS BETTER* SET UP?

Part I divides the resources into sections that reflect six aspects of vocational programs:

- Administrative Resources
- Curriculum and Classroom Materials
- Inservice/Preservice Resources
- Guidance Resources
- Resources for Community Members
- Reference Resources

Each section introduces a variety of print and mixed media materials that might be useful to you.

WHAT WILL YOU FIND OUT ABOUT?

Within each section, materials are presented alphabetically by title. You'll find out about who developed each resource, where it was done, how much it costs (but prices may change), where you can get a copy, and what type of publication it is. Then you'll find a quick description of what's in it and how it could be used. Sometimes resources can be easily used in more than one setting, so a few are listed twice. When re-

sources have been included in the ERIC Clearinghouse for Adult, Career, and Vocational Education, you'll find an ERIC document number to use if you want to buy a print or microfiche copy.

Buying copies of materials from ERIC requires you to follow special instructions and to use certain ordering procedures. Be sure you have an ERIC order form if you decide to purchase any of these resources from them. You can get forms from:

The ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210

Their phone number is (703)841-1212.

GET THE WHOLE PICTURE!

Remember not to limit your review of the resource descriptions to just one section of this guide. As with any listing, categories often overlap, and chances are you could overlook some materials that apply directly to your needs. And keep in mind that this guide is meant to help you become aware of some of the sex fairness materials available to you—not necessarily to endorse or to recommend specific resources. The ones we've included have been called to your attention so that you may investigate further how appropriate or useful they may be to your situation. You may find it worthwhile to check with the developers of the resources to find out about their development process or to share ideas. You may even want to get in touch with users of the resources to find out how they work.

And why not add your own information to this guide? Gather information on good resources that you know about and keep it handy with *Equal Is Better*.

ADMINISTRATIVE RESOURCES

TITLE: A GUIDE FOR VOCATIONAL EDUCATION
SEX EQUITY PERSONNEL

DEVELOPED BY: Louise Vetter, Carolyn Burkhardt,
and Judith Sechler

DATE: 1978

COST: \$6.32 (paper copy), \$.83 (microfiche)

AVAILABLE FROM: ERIC Document Reproduction Service
P.O. Box 190

Arlington, Virginia 22210

Refer to CE 022 136

Also: Contact your state sex equity
coordinator for information about
obtaining a courtesy copy

TYPE OF RESOURCE: Training materials (94 pp.)

DESCRIPTION

This training package is one of two developed to assist state sex equity personnel in implementing Title II of the Education Amendments of 1976 (see page 12). It was designed to be part of an eight-hour workshop, but is also appropriate for use as a self-instructional device. Six chapters address the definition of the problem of educational equity and the role of vocational education in its solution, how to schedule time for all the tasks for which sex equity personnel are responsible, how to deal with the ten mandated functions of the sex equity coordinator, how to influence people to work on the problem of educational equity, and what resources are available to help solve the problem. Each chapter has objectives, background information, references for further reading, and group or individual exercises. Although this package is designed primarily for the state level sex equity personnel and delineates their functions as mandated by Title II, it can be useful to anyone who evaluates, monitors, or has input into the state program such as advisory groups or state boards of vocational education.

TITLE: HOW TO ERASE SEX DISCRIMINATION IN
 VOCATIONAL EDUCATION

DEVELOPED BY: Patricia Beyea and Geraldine O'Kane

DATE: 1977

COST: \$2.50

AVAILABLE FROM: Women's Rights Project
 American Civil Liberties Union Foundation
 22 E. 40th Street
 New York, New York 10016

TYPE OF RESOURCE: Information analysis (77 pp.)

DESCRIPTION

Information and strategies which encourage readers to help eliminate sex discrimination by becoming active in vocational training agencies are provided in this document. The first two chapters describe the vocational education establishment at the national, state, and local level. Chapter 4 involves the laws against sex discrimination, including Title II. Chapters 3, 5, 6 and 7 are specific "how to" guides for gathering information, organizing a campaign against sex discrimination, and using public education and media as aids in the campaign. A sample questionnaire for fact gathering is included in the appendices, as well as statistical information on women workers and women in vocational education, a list of groups working on vocational education reform, and a bibliography. This can be a valuable tool for self-evaluation and planning by administrators and teachers. It is also useful to advisory councils, parents, or community groups involved in the evaluation of educational policies and practices.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS --
THE ADMINISTRATOR'S ROLE

DEVELOPED BY: Shirley McCune and Martha Matthews
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$3.75

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01932-9

TYPE OF RESOURCE: Workshop guide (138 pp.)

DESCRIPTION

This document presents materials developed for the administrator application sessions to be conducted during the third and fourth parts of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. Other application sessions are available for teachers, counselors, vocational educators, physical activity specialists, and community groups (see pages 30-33, 35-40). The first, second, and fifth sessions of the total workshop were designed for a diverse audience and cover the context of Title IX, Title IX regulations and grievance procedures, and planning for change (see pages 26-29, 41). The first session for administrators deals with ensuring procedural Title IX compliance and establishing a foundation for sex equity. The second session covers monitoring Title IX implementation. Also provided are group leader and participant materials including agenda, times, handouts, lectures, activities, worksheets and evaluations. These sessions can be used separately with the intended audience or used as a part of the total workshop package.

TITLE: MODEL POLICY STATEMENT AND GUIDELINES
FOR IMPLEMENTATION: THE ELIMINATION
OF BIAS AND STEREOTYPING ON THE BASIS
OF SEX IN INSTRUCTIONAL MATERIALS,
TEACHER STRATEGIES AND CURRICULUM CONTENT

DEVELOPED BY: Equal Rights for Women in Education
Project

DATE: 1977

COST: \$1.50

AVAILABLE FROM: Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295
(limited supply available)

TYPE OF RESOURCE: Booklet (8 pp.)

DESCRIPTION

This document provides a model policy statement concerning the elimination of sex bias and sex stereotyping in instructional materials, teacher strategies, and curriculum content. Suggested guidelines to implement the policy include those for local implementation, those for evaluating instructional materials, and those for course content. The booklet contains a list of resources including the names and addresses of publishing companies which have printed their own guidelines. This policy can be used by administrators, curriculum planners, and teachers. It also can be useful to textbook adoption committees.

TITLE: MODEL POLICY, STATEMENT AND GUIDELINES
FOR IMPLEMENTATION: EQUAL TREATMENT
OF STUDENTS

DEVELOPED BY: Equal Rights for Women in Education
Project

DATE: 1977

COST: \$1.50

AVAILABLE FROM: Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295

(limited supply available)

Also available from ERIC: ED 164 411

TYPE OF RESOURCE: Booklet (21 pp.)

DESCRIPTION

This document was designed to present a model policy statement and guidelines for implementing equal treatment of students. Narrative statements and listed guidelines are provided covering the following areas: course offerings, physical education, extracurricular activities, marital and family status, codes of conduct and dress, honors and awards, facilities, financial assistance, and general classroom activities. Administrators and teachers can review and implement these policies and procedures.

TITLE: MODEL POLICY STATEMENT AND GUIDELINES
FOR IMPLEMENTATION: GUIDANCE AND
COUNSELING

DEVELOPED BY: Equal Rights for Women in Education
Project

DATE: 1977

COST: \$1.50

AVAILABLE FROM: Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295
(limited supply available)

TYPE OF RESOURCE: Booklet (28 pp.)

DESCRIPTION

This document provides a narrative model policy statement on sex-fair guidance and counseling practices and guidelines for its implementation. A section on policy implementation considers such topics as policy adoption at the state level, implementing and funding plan of action, development of a resource library and technical assistance, maintenance of data collection systems, and dissemination of the policy to local districts. Guidelines for evaluating the sex fairness of counseling materials and procedures are presented through the inclusion of lists for assessing bias in career materials, the counseling process, and vocational education. Included also are strategies for the evaluation and remediation of classes containing disproportionate numbers of students of one sex, the provision of preservice or inservice training for counselors, the provision of equal access to scholarships and awards, and suggested resources. This booklet can be used by counselors and by state and local administrators.

TITLE: MODEL POLICY STATEMENT AND GUIDELINES
FOR IMPLEMENTATION: VOCATIONAL EDUCATION

DEVELOPED BY: Equal Rights for Women in Education
Project

DATE: 1977

COST: \$1.50

AVAILABLE FROM: Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295
(limited supply available)

TYPE OF RESOURCE: Booklet (24 pp.)

DESCRIPTION

This policy statement is designed as a model for eliminating sex bias and sex role stereotyping in vocational education. Beginning with a narrative explaining the need for a policy statement, it then details a state plan. The booklet includes suggested instruments for needs assessment and for evaluating vocational education programs. It outlines possible roles of the state governing board, advisory councils, local administrators, local directors of vocational education, instructional staff and curriculum development personnel, and guidance counselors in implementing a state plan. Suggestions for community action to stimulate interest in eliminating sex bias in vocational education programs, suggestions for assistance to displaced homemakers, and suggested resources are also included. This model can be useful to policy makers at both state and local levels. The needs assessment and program evaluation instruments can be used by administrators, instructors, and community groups.

TITLE: STRATEGIES TO ELIMINATE SEX STEREOTYPING
AND SEX BIAS: AN ADMINISTRATOR'S MANUAL

DEVELOPED BY: Eric Rice and Rose Etheridge

DATE: 1977

COST: \$15.00

AVAILABLE FROM: System Sciences, Inc.
P.O. Box 2345
Chapel Hill, North Carolina 27514

Also available from ERIC: ED 160 752

TYPE OF RESOURCE: Manual (194 pp.)

DESCRIPTION

This package is designed to help administrators in eliminating sex bias in vocational education. It was designed specifically to meet the informational, programmatic, and inservice needs of administrators based on the findings of the project, "The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs" (see page 97). The material is divided into five sections including (1) an introduction; (2) strategies and approaches for state education agencies, programmatic strategies at the local level, and exercises and activities; (3) evaluation suggestions for assessing and monitoring local programs; (4) a set of concept papers dealing with sex stereotyping and discrimination in general, in schools, in the work force, and within the law; and (5) complete workshop materials for use in the inservice training of educators. Eighteen objectives are covered in the inservice materials. They can be useful to both secondary and postsecondary administrators of vocational programs.

TITLE: VOCATIONAL EDUCATION SEX EQUITY
STRATEGIES

DEVELOPED BY: Louise Vetter, Carolyn Burkhardt,
and Judith Sechler

DATE: 1978

COST: \$16.82 (paper copy), \$.83 (microfiche)

AVAILABLE FROM: ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
Refer to: CE 022 135

Also: Contact your state sex equity
coordinator for information about
obtaining a courtesy copy

TYPE OF RESOURCE: Training materials (258 pp.)

DESCRIPTION

This document was designed to assist vocational educators implementing the Education Amendments of 1976 by providing strategies and techniques for increasing sex fairness in vocational education. It is designed to create awareness of sex fairness concerns and to provide strategies for dealing with overt sex bias, recruitment of nontraditional students, retention of nontraditional students, interaction with the community, assessment and adaptation of materials, providing planning guides, and providing information about resources. Each chapter includes introductory questions, a narrative with references, and reprints of articles and exercises. Some of the materials go beyond the scope of vocational education and may need to be adapted for vocational education use. This publication can be used by state and local administrators, teachers, counselors, and curriculum planning personnel. An extensive annotated resource list is included.

CURRICULUM AND
CLASSROOM MATERIALS

TITLE: EXPANDING CAREER HORIZONS

DEVELOPED BY: Steiger, Fink and Kosicoff, Inc.
Coordinated by the Illinois Office
of Education

DATE: 1977 (revised 1979)

COST: \$30.00

AVAILABLE FROM: Curriculum Publications Clearinghouse
Western Illinois University
76 B Horvath Hall
Macomb, Illinois 61455

TYPE OF RESOURCE: Classroom materials (components vary
in length)

DESCRIPTION

This curriculum kit was designed for students in grades 7-14. It consists of five 50-minute activity-oriented lessons which emphasize discovery-based techniques and help to prepare both male and female students realistically for the world of work. Included in the lessons are actual court cases on sex discrimination adapted for role playing, a quiz and chart which show labor force statistics and their relevance, a board game which raises student awareness about such real life factors as cost of living and life choices, and mock aptitude tests to create awareness of cultural conditioning regarding "appropriate" sex roles. The kit includes materials for 30 students, a teacher's guide with performance-based objectives, directions for use of each lesson, background information, and additional resources and activities. It can be used by teachers in a variety of classroom settings.

TITLE: GUIDELINES FOR SEX-FAIR VOCATIONAL
EDUCATION MATERIALS

DEVELOPED BY: Women on Words and Images, Inc.

DATE: 1978

COST: \$4.95

AVAILABLE FROM: National Center Publications
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

TYPE OF RESOURCE: Booklets (46 pp. total)

DESCRIPTION

This set of three booklets offers a variety of suggestions for eliminating sex bias in instructional materials. The set includes *Guidelines for Sex-Fair Vocational Education Materials*, *Guidelines for the Creative Use of Biased Materials in a Non-Biased Way*, and *A Checklist for Evaluating Materials*. They have been designed to increase awareness of sex bias and sex role stereotyping in classroom materials, to offer suggestions for adapting new materials so that they reflect sex-fair practices, to suggest ideas for developing new non-biased instructional materials, and to help vocational educators use biased materials creatively. The set can be useful to teachers, counselors, administrators and curriculum developers.

TITLE: PROMOTING SEX EQUITY IN THE CLASSROOM:
A RESOURCE FOR TEACHERS — VOCATIONAL
AND TECHNICAL EDUCATION

DEVELOPED BY: Department of Home Economics Education
Iowa State University

DATE: 1979

COST: To be determined

AVAILABLE FROM: Jim Athen, Director
Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

TYPE OF RESOURCE: Instructional modules (211 pp. total)

DESCRIPTION

This curriculum consists of a series of twelve modules. Its purposes are: to increase awareness of sex bias in instructional media used in vocational-technical education; to aid teachers and students in evaluating print and nonprint instructional media in order to promote and maintain sex equity; and to suggest creative teaching/learning strategies that will cultivate sex equity in vocational-technical classes. Teachers in all subjects can use the first five modules which include an introduction to the use of all modules; sex equity guidelines for evaluating print and nonprint materials; and specific strategies for art, language, and content found in instructional materials. The remaining seven modules explain how teachers can employ already-proven teaching techniques to promote sex equity in agriculture, distributive education, health occupations, home economics, office occupations, technical education, and trade and industrial education. Each of these modules relates the use of the evaluation guidelines to the selection of teaching strategies. Sample lesson plans, field tested by teachers, also are included.

TITLE: SUPPORT YOURSELF

DEVELOPED BY: Utah State Board for
Vocational Education

DATE: 1979

COST: To be determined

AVAILABLE FROM: Vocational Education
Office of the State Board of Education
250 East Fifth South
Salt Lake City, Utah 84111

TYPE OF RESOURCE: Booklet (20 pp.)

DESCRIPTION

This publication provides women with information about available employment alternatives. It contains three sections. The first presents economic facts including statistics on working women, their marital status, their average wages, compared with men, and the amount of income that is required for women to support themselves and/or a family. The second section discusses nontraditional work available and the barriers involved in becoming employed in nontraditional settings. Examples of nontraditional positions are provided with details about minimum qualifications, starting wages, and information sources on sample employers. A list of resource centers, books, and pamphlets is included in the third section. This booklet can be useful to students for discussion in career planning groups. It can also be used for postsecondary course planning.

TITLE: TRY IT, YOU'LL LIKE IT! A
STUDENT'S INTRODUCTION TO
NONSEXIST VOCATIONAL EDUCATION

DEVELOPED BY: Martha Matthews and Shirley McCune
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$1.00

AVAILABLE FROM: Council of Chief State School Officers
400 North Capitol Street
Suite 379
Washington, D.C. 20001

TYPE OF RESOURCE: Workbook, (57 pp.)

DESCRIPTION

This booklet helps students explore their interests, consider roles in the paid work force, think about work to be done inside the home, evaluate whether nontraditional vocational training might offer a way to pursue interests or gain skills needed for work inside and outside the home, and become familiar with their legal rights to nondiscrimination and equal treatment in schools and employment. The information is organized in several major sections dealing with nontraditional careers, exploring interests, working outside and inside the home, exploring vocational education, and understanding legal rights. Each section offers information, student activities and checklists, and suggestions for future action. This booklet takes a balanced approach to encouraging students—both male and female—to explore how nontraditional vocational training might help them meet their own personal goals for work and home. It is useful as a self-study project for students or for use in student- or counselor-run career counseling groups.

TITLE: 20 FACTS ON WOMEN WORKERS

DEVELOPED BY: U.S. Department of Labor
Women's Bureau

DATE: 1979

COST: Available at no charge

AVAILABLE FROM: U.S. Department of Labor
Office of the Secretary
Women's Bureau
Washington, D.C. 20210

TYPE OF RESOURCE: Fact sheet (3 pp.)

DESCRIPTION

This publication is designed to profile women in the labor force. The information presented includes the number and percentage of women working; their marital status, education levels, parental status, average salaries, and minority status; and the range of occupations in which they are employed. It was compiled from a variety of government sources. This fact sheet can be useful as an awareness handout to students or parents or as a discussion item in career counseling groups.

TITLE: UNTAPPED RESOURCES IN VOCATIONAL
EDUCATION: TRAINER/TEACHER GUIDE

DEVELOPED BY: James D. Good
University of Missouri

DATE: 1979

COST: \$12.00

AVAILABLE FROM: Instructional Materials Laboratory
University of Missouri—Columbia
Columbia, Missouri 65211

TYPE OF RESOURCE: Resource guide (580 pp.)

DESCRIPTION

This book is an extensive compilation of materials from a variety of sources for use in planning and conducting an inservice workshop on sex equity in vocational education. There are nine major sections. The first section explains the organization of the book and offers suggestions for its use. Sections II through IV are adaptations of application sessions for vocational educators in *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators — the Vocational Educator's Role* (see page 30). These sections contain agenda, objectives, timelines, lectures, and workshop directions, with suggested activities and worksheets added. The remaining sections contain the following supplemental materials: 17 transparency masters, 19 handouts, 41 activity sheets (for teacher inservice), 27 classroom activities (for use with students), and a bibliography/resource list. This book of materials was designed primarily as a teacher inservice program; however, many of the activities can be adapted for use with other groups, and the classroom activities were selected particularly for use with students.

TITLE: WHY WOMEN WORK

AUTHOR: U.S. Department of Labor
Women's Bureau

DATE: 1978

COST: Available at no charge

AVAILABLE FROM: U.S. Department of Labor
Office of the Secretary
Women's Bureau
Washington, D.C. 20210

Also available from ERIC: ED 130 051

TYPE OF RESOURCE: Pamphlet (3 pp.)

DESCRIPTION

Facts about women's employment are highlighted in this pamphlet. It gives a brief narrative profile of women in the labor force and provides statistics on women as heads of families, mothers with husbands present, wives whose ~~husbands are unemployed~~ or unable to work, women whose husbands are employed in low-wage occupations, and working wives' contributions to family income. A chart is available that presents information on salary levels and marital status of working women. This pamphlet can be useful as a handout item to students and/or parents. It can also be used as a discussion item in career planning groups.

TITLE: THE WOMEN BUSINESS OWNERS ORIENTATION PROGRAM

DEVELOPED BY: The Center for Women's Opportunities of
The American Association of Community
and Junior Colleges

DATE: 1979

COST: \$75.00 (includes curriculum materials
and training workshop fees)

AVAILABLE FROM: The Center for Women's Opportunities
American Association of Community and
Junior Colleges
One Dupont Circle, N.W. Suite 410
Washington, D.C. 20036

TYPE OF RESOURCE: Curriculum and counseling module (two-
day training workshop, 45-hour
curriculum module)

DESCRIPTION

This counseling and instructional package was designed for use with prospective female entrepreneurs at the postsecondary level. The program offers knowledge needed to successfully start a small business and to develop those business competencies necessary for survival in the small business marketplace. A two-day dissemination/training workshop provides technical assistance to community and junior college staff interested in implementing the 45-hour curriculum counseling module.

TITLE: WOMEN IN THE WORK FORCE:
A SET OF GRAPHS

DEVELOPED BY: U.S. Department of Labor
Women's Bureau

DATE: 1978

COST: Available at no charge

AVAILABLE FROM: U.S. Department of Labor
Office of the Secretary
Women's Bureau
Washington, D.C. 20210

TYPE OF RESOURCE: Statistical graphs (3 pp.)

DESCRIPTION

This set of three graphs gives employment information on women in the work force. Each can be obtained separately and should be ordered by name. *Fully Employed Women Continue to Earn Less Than Fully Employed Men* shows average salaries for white and minority men and women in 1966 and 1976. *Most Women Work Because of Economic Need* (Women in the Labor Force, by Marital Status, March, 1977) shows, according to marital status, the percentage of women who work. *Women are Under-represented as Managers and Skilled Craft Workers* shows the percentage of women's participation in all occupations—crafts, nonretail sales, management, operations, professions, services, retail sales, clerical positions and private household work. These graphs can be used as transparency masters or as handouts for discussion in the classroom and in occupational counseling settings.

INSERVICE/PRESERVICE
RESOURCES

TITLE: EQUAL VOCATIONAL OPPORTUNITY

DEVELOPED BY: Millie Huff
Tennessee Department of Education

DATE: 1978

COST: Available at no charge

AVAILABLE FROM: Equal Vocational Opportunity
213 Cordell Hull
Nashville, Tennessee 37219

Also available from ERIC: ED 162 088

TYPE OF RESOURCE: Training module (59 pp.)

DESCRIPTION

This programmed instruction module was developed to give vocational instructors information about Title II and sex equity including what the legislation says, how to recognize sexist and nonsexist behavior, and how to identify strategies to promote sex equity. Introductory material discusses the sequence and objectives of the module. Four sections each contain a pretest and information on the topics listed above, a posttest, and an appendix list of legislative provisions that address equal opportunity in education and employment. Section IV discusses what vocational instructors can do to promote sex equity and contains eleven strategies including student activities and methods of working with students, counselors, and the community. Teachers can use this module on their own, or it can be incorporated as a part of inservice or preservice education.

TITLE: EXPANDING ADOLESCENT ROLE EXPECTATIONS

DEVELOPED BY: Charlotte J. Farris

DATE: 1978

COST: \$3.00

AVAILABLE FROM: Project MOVE
SUNY College of Technology
811 Court Street
Utica, New York 13502

Also available from ERIC: ED 174 544

TYPE OF RESOURCE: Source book (138 pp.)

DESCRIPTION

This book was designed to be used either as a self-study guide or as the basis for an inservice workshop. Its purpose is to provide information, activities, and resources to help vocational educators expand the sex role perceptions of both male and female students. Divided into six chapters, the book deals with information on the negative effects of stereotyping; changes in the labor force and the family; vocational education's challenge and legislative change; the effects of vocational education materials on role expectations; teaching for expanded roles; and additional resources that include other books, handbooks, workbooks, annotated and rated audiovisual materials, organizations, and a bibliography. It also contains several fact sheets, guidelines, checklists, and detailed classroom activities. It can be used by individual teachers who are evaluating and changing their teaching practices to reflect expanding roles and could also be used by counselors and curriculum/program planners.

TITLE: HOME ECONOMICS UNLIMITED

DEVELOPED BY: Doris L. Dopkin

DATE: 1978 (copyright restrictions)

COST: \$2.50

AVAILABLE FROM: Training Institute for Sex Desegregation
of the Public Schools
Rutgers, The State University of
New Jersey
Douglass Campus/Federation Hall
New Brunswick, New Jersey 08903

(Make checks payable to: Rutgers,
The State University of New Jersey)

Also available from ERIC: ED 162 030

TYPE OF RESOURCE: Teaching guide (43 pp.)

DESCRIPTION

The purpose of this publication is to provide information and practical suggestions to teachers of co-educational home economics classes. It has been designed to help teachers who may feel unprepared to teach the newly mandated co-educational classes. The book discusses why there should be coed classes, including legal and social reasons; what to expect in a coed setting; a coed home economics program for elementary, junior high, high school, and occupational programs; teaching suggestions for lessons on foods, clothing, child development, home management, family relations, and consumer and vocational programs; and public relations with parents, students, and the school. Resources are included at the end of each unit. There is also an extensive appendix of organizations, periodicals, books, and resource persons available for further information. This publication can be useful for curriculum planning.

TITLE: IMPLEMENTING TITLE IX AND
ATTAINING SEX EQUITY: A WORKSHOP
PACKAGE FOR ELEMENTARY-SECONDARY
EDUCATORS — THE CONTEXT OF TITLE IX
(OUTLINE AND PARTICIPANTS' MATERIALS
FOR GENERIC SESSION ONE)

DEVELOPED BY: Shirley McCune and Martha Matthews
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$2.75

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01928-1

TYPE OF RESOURCE: Workshop guide (50 pp.)

DESCRIPTION

This document presents the first part of a five-part workshop for elementary and secondary personnel on implementing Title IX and attaining sex equity. The first two parts of the workshop are general sessions and deal with the context of Title IX and Title IX regulations and grievance processes (see page 28). The third and fourth sessions have special packages of materials to provide information and training to various audiences, including administrators, teachers, counselors, vocational educators, physical activity specialists, and community groups (see pages 30-40). The final session is for all groups and deals with planning for change (see page 41). The session described in this document is designed for a diverse audience including educators, school board members, and community groups. Moderator and partici-

parent materials for the first general session are included. This document also contains agenda, objectives, times, hand-outs, and worksheets for the session. These materials can be used separately or as part of the total workshop package.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS — THE
TITLE IX REGULATION AND GRIEVANCE
PROCESS (OUTLINE AND PARTICIPANTS'
MATERIALS FOR GENERIC SESSION TWO)

DEVELOPED BY: Martha Matthews
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$3.00

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01924-4

TYPE OF RESOURCE: Workshop guide (80 pp.)

DESCRIPTION

This document presents materials developed for the second part of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. The first session of the entire workshop is designed to present the context of Title IX for a diverse audience (see page 26). The third and fourth sessions are separate application sessions with special materials to train and to meet the information needs of administrators, teachers, counselors, vocational educators, physical activity specialists, and community groups (see pages 30-40). Both group leader and participant materials for the second general session are presented in this document. The session is designed so that a diverse audience addresses the Title IX regulations and grievance procedures. A case study approach is used in the activities. The materials include agenda, times, handouts,

lectures, objectives, activities, worksheets, and evaluations. This session can be used with educators, school board members, community groups, and possibly students. It can be used separately or as part of the total workshop package.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS —
THE VOCATIONAL EDUCATOR'S ROLE
(OUTLINE AND PARTICIPANTS' MATERIALS
FOR APPLICATION SESSIONS FOR VOCATIONAL
EDUCATORS)

DEVELOPED BY: Joyce Kaser, Martha Matthews, and
Shirley McCune
Resource Center on Sex Roles in Education

DATE: 1978

COST: \$4.75

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01941-8

TYPE OF RESOURCE: Workshop guide (152 pp.)

DESCRIPTION

This document presents materials developed for the vocational educator application sessions to be conducted during the third and fourth parts of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. Other application sessions are available for administrators, teachers, counselors, physical activity specialists, and community groups (see pages 32-40). The first, second and fifth sessions of the total workshop are designed for a diverse audience and cover the context of Title IX, Title IX regulations and grievance procedures, and planning for change (see pages 26-29, 41). The first session for vocational educators deals with the social, educational, and legal context of overcoming sex discrimination and attaining sex equity in vocational education. The second session covers recognizing

and combating sex bias in vocational education and planning for action. Group leader and participant materials including agenda, times, handouts, lectures, activities, worksheets, and evaluations are provided. These sessions can be used separately with the intended audience or as part of the total workshop package.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS —
THE TEACHER'S ROLE (OUTLINE AND
PARTICIPANTS' MATERIALS FOR APPLICATION
SESSIONS FOR TEACHERS)

DEVELOPED BY: Shirley McCune, Martha Matthews,
Myra Sadker, David Sadker, and
Joyce Kaser

DATE: 1978

COST: \$4.50

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01940-0

TYPE OF RESOURCE: Workshop guide (145 pp.)

DESCRIPTION

This document presents materials developed for the teacher application sessions to be conducted during the third and fourth parts of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. Other application sessions are available for administrators, counselors, vocational educators, physical activity specialists and community groups (see pages 30, 34-40). The first, second, and fifth sessions of the total workshop are designed for a diverse audience and cover the context of Title IX, Title IX regulations and grievance procedures, and planning for change (see pages 26-29, 41). The first session for teachers deals with identifying and overcoming sex bias in classroom management. The second session covers identifying and overcoming bias in instructional materials. The document contains facilitator and participant materials including agenda, times, handouts, lec-

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tures, activities, worksheets, and evaluations. These sessions can be used separately with the intended audience or used as part of the total workshop package.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS —
THE ADMINISTRATOR'S ROLE

DEVELOPED BY: Shirley McCune and Martha Matthews
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$3.75

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01932-9

TYPE OF RESOURCE: Workshop guide (138 pp.)

DESCRIPTION

This document presents materials developed for the administrator application sessions to be conducted during the third and fourth parts of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. Other application sessions are available for teachers, counselors, vocational educators, physical activity specialists, and community groups (see pages 30-33, 35-40). The first, second, and fifth sessions of the total workshop were designed for a diverse audience and cover the context of Title IX, Title IX regulations and grievance procedures, and planning for change (see pages 26-29, 41). The first session for administrators deals with ensuring procedural Title IX compliance and establishing a foundation for sex equity. The second session covers monitoring Title IX implementation. Also provided are group leader and participant materials including agenda, times, handouts, lectures, activities, worksheets and evaluations. These sessions can be used separately with the intended audience or used as a part of the total workshop package.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS — THE
COUNSELOR'S ROLE (OUTLINE AND PARTICI-
PANTS' MATERIALS FOR APPLICATION
SESSIONS FOR COUNSELORS)

DEVELOPED BY: Shirley McCune, Linda Stebbins, Nancy
L. Ames, Illana Rhodes, Martha
Matthews, Janice Birk, and Joyce
Kaser
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$2.75

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01935-3

TYPE OF RESOURCE: Reference manual (77 pp.)

DESCRIPTION

This document presents materials developed for the counselor application sessions to be conducted during the third and fourth parts of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. Other application sessions are available for administrators, teachers, vocational educators, physical activity specialists, and community groups (see pages 30-34, 37-40). The first, second and fifth sessions of the total workshop are designed for a diverse audience and cover the context of Title IX, Title IX regulations and grievance procedures, and planning for change (see pages 26-29, 41). Session A for counselors deals with identifying and overcoming sex bias in counseling and counseling programs.

Session B for counselors covers identifying and overcoming bias in counseling materials. The document contains both group leader and participant materials including agenda, times, handouts, lectures, activities, worksheets, and evaluations. These materials can be used separately with the intended audience or used as part of the total workshop package. As an additional reference for participants, *Attaining Sex Equity in Counseling Programs and Practices: Application Booklet for Counselors* has been designed as a supplemental package to this document (see page 45).

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS --
THE PHYSICAL ACTIVITY SPECIALIST'S ROLE
(OUTLINE AND PARTICIPANTS' MATERIALS
FOR SESSIONS A AND B FOR PHYSICAL
ACTIVITY SPECIALISTS)

DEVELOPED BY: Barb Landers
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$4.75

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01929-9

TYPE OF RESOURCE: Workshop guide (238 pp.)

DESCRIPTION

This document presents materials developed for the physical activity specialist application sessions to be conducted during the third and fourth parts of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. Other application sessions in the workshop are available for administrators, teachers, counselors, vocational educators, and community groups (see pages 30-36, 39). The first, second, and fifth sessions of the total workshop are designed for a diverse audience and cover the context of Title IX, Title IX regulations and grievance procedures, and planning for change (see pages 26-29, 41). The first session for physical activity specialists deals with legal requirements and the need for change in order to achieve sex equity in physical education and athletics. The second

session discusses analyzing programs and planning for action. Several strategies are provided to help achieve equitable programs. Group leader and participant materials are provided including agenda, times, handouts, lectures, activities, worksheets, and evaluations. These sessions can be used separately with the intended audience or used as part of the total workshop package. As an additional reference for participants, *Implementing Title IX in Physical Education and Athletics: Application Booklet for Physical Activity Specialists* has been designed as a supplemental package to this document (see page 47).

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS — THE
COMMUNITY'S ROLE (OUTLINE AND
PARTICIPANTS' MATERIALS FOR APPLICATION
SESSIONS FOR COMMUNITY GROUP MEMBERS)

DEVELOPED BY: Shirley McCune and Martha Matthews
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$3.25

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01931-1

TYPE OF RESOURCE: Workshop guide (154 pp.)

DESCRIPTION

This document presents materials developed for the community groups application sessions to be conducted during the third and fourth parts of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. Other application sessions in the workshop are available for administrators, teachers, counselors, vocational educators, and physical activity specialists (see pages 30-38). The first, second, and fifth sessions of the total workshop are designed for a diverse audience and cover the context of Title IX, Title IX regulations and grievance procedures, and planning for change (see pages 26-29, 41). The sessions for community groups provide strategies for and experience in building a knowledge base and skills for change. Both group leader and participant materials are provided including agenda, times, handouts, lectures, activities, worksheets, and

evaluations. The application sessions can be used separately with the intended audience or used as part of the total workshop package.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS —
PLANNING FOR CHANGE (OUTLINE AND
PARTICIPANTS' MATERIALS FOR GENERIC
SESSION THREE)

DEVELOPED BY: Shirley McCune and Martha Matthews
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$2.50

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01924-8

TYPE OF RESOURCE: Workshop guide (76 pp.)

DESCRIPTION

This document presents materials developed for the fifth part of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. The first and second sessions of the entire workshop are designed for a diverse audience and cover the context of Title IX and Title IX regulations and grievance procedures (see pages 26-29). The third and fourth sessions are separate sets of application sessions with special materials to train and to meet the information needs of administrators, teachers, counselors, vocational educators, physical activity specialists, and community groups (see pages 30-40). In this final general session, the diverse groups are again mixed and participate in action planning. They are asked to write goals for themselves and their programs, evaluate those goals, identify barriers to and supports for reaching the goals, identify action steps,

and establish timelines. The document contains group leader and participant materials including agenda, times, handouts, lectures, objectives, activities, worksheets, and evaluations. This session can be used with educators, school board members and community groups. It can be used separately or as part of the total workshop package.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS —
PARTICIPANT'S NOTEBOOK

DEVELOPED BY: Shirley McCune and Martha Matthews
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$3.50

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01939-6
Also available from ERIC: ED 155 508

TYPE OF RESOURCE: Workshop guide (155 pp.)

DESCRIPTION

This notebook is a supplement for participants in a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. The first two parts of the total workshop are general sessions covering the context of Title IX and Title IX regulations and grievance procedures. They have been designed for a diverse audience (see pages 26-29). The third and fourth sessions are application sessions with special materials designed to train and to meet the information needs of administrators, teachers, counselors, vocational educators, physical activity specialists, and community groups (see pages 30-40). The final session is a third general session which addresses planning for change (see page 41). The participant notebook contains four major sections: introductory materials on the purposes, organization, and objectives of the total workshop; reference materials highlighting and summarizing information and concepts provided in the general sessions on the context

of Title IX; Title IX regulations and grievance procedures and planning for change; a complete set of worksheets used by participants in the three general sessions; and a list of resources. Although the information and resource sections can be useful alone, this document is intended to be used as part of the total workshop package for educators and community groups.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS —
ATTAINING SEX EQUITY IN COUNSELING
PROGRAMS AND PRACTICES (APPLICATION
BOOKLET FOR COUNSELORS)

DEVELOPED BY: Linda Stebbins and Nancy L. Ames
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$2.75

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01935-3

TYPE OF RESOURCE: Workshop guide (78 pp.)

DESCRIPTION

This application book is a supplementary component to a complete workshop package, *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators* (see pages 26-47). Designed as a supplement to *The Counselor's Role* (see page 35), it is a reference book which can be used by counselors to extend their understanding of sex equity and sex discrimination in counseling and of the steps which are needed to achieve such equity. The book is organized in six parts. Part I discusses the consequences of sex discrimination and sex role stereotyping. Part II discusses Title IX regulation requirements that apply to counselors. Part III presents recommendations for achieving compliance and promoting sex equity. Part IV presents five recommendations for administering and interpreting career interest inventories. Part V contains a bibliography. Part VI includes a resource

guide. This package can be used separately by counselors or presented as a part of a resource packet with the entire workshop package.

TITLE: IMPLEMENTING TITLE IX IN PHYSICAL
EDUCATION AND ATHLETICS:
APPLICATION BOOKLET FOR PHYSICAL
ACTIVITY SPECIALISTS

DEVELOPED BY: Barb Landers
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$3.00

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-02006-8

TYPE OF RESOURCE: Workshop guide (121 pp.)

DESCRIPTION

This application book is a supplementary component to a complete workshop package, *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators* (see pages 26-47). Designed as a supplement to the *Physical Activity Specialist's Role* (see page 37), it is a reference book which can be used by physical activity specialists to extend their understanding of sex equity in physical education and athletics and the steps which are needed to achieve such equity. The book is organized in four parts. Part I discusses the response to Title IX, current beliefs and attitudes toward equity, and new programs and procedures for equity. Part II discusses Title IX and its ramifications, including action steps for compliance. Part III presents practical applications, including case studies and models for new programs in elementary and secondary physical education and athletics. Part IV contains resources and references. This package can be used separately by physical activity specialists or presented as part of a resource packet.

TITLE: PROJECT: STRATEGIES FOR SEX FAIRNESS —
MY ROLE AS A CHANGE AGENT

DEVELOPED BY: Kansas State University

DATE: 1979

COST: \$1.50

AVAILABLE FROM: Kansas Vocational Curriculum Center
P.O. Box 60
Room 115 Willard Hall
Kansas State University
Pittsburg, Kansas 66762

TYPE OF RESOURCE: Workshop, materials (12 pp.)

DESCRIPTION

This is a packet of inservice materials which explores a cooperative approach toward expanding occupational alternatives for students. It contains several items: instructions, an inservice leader's script, a poster titled "Change Steps," nine transparency masters, a handout titled "Educators' Sex Related Biases," and three situation descriptions to be used during brainstorming activities. The format for the inservice program includes reading the script and referring to overheads and charts, presenting information on social and legislative changes, discussing a model detailing the stages of change, a brainstorming session, and a group discussion. This packet can be used alone or integrated into existing inservice programs. Because of its brevity, it can also be used in faculty meetings or other small group situations involving administrators, teachers, or counselors. Twenty-nine additional packets are available, including instructional packets for students, inservice packets for school personnel, and outreach packets for the community.

TITLE: SEX STEREOTYPING WORKSHOP —
 A GUIDE FOR IMPLEMENTATION

DEVELOPED BY: Trish Arredondo
 DATE: Not specified
 COST: \$7.50
AVAILABLE FROM: Orange County Office of Career Education
 Orange County School System
 434 North Tampa
 P.O. Box 237
 Orlando, Florida 32802
TYPE OF RESOURCE: Handbook (67 pp.)

DESCRIPTION

This booklet details a two-day inservice workshop given to forty-five participants, each of whom agreed to provide training to their home school staff and students. The main goals of the workshop were to provide awareness of the need for sex-fair counseling programs, to broaden awareness of and sensitivity to the myths and stereotypes that support sex bias and sex discrimination, to convince participants of the need for change in their own attitudes and behavior, and to bring about commitment to encourage a similar change in others. This report includes background information on the project, the workshop agenda, and a bibliography. The appendices contain the workshop materials, information on Title IX, guidelines for eliminating sex discrimination, guidelines for assessing career interest inventories, and a sample action plan. The workshop can be used by educators at all levels.

TITLE: STEPS TOWARD SEX EQUITY IN VOCATIONAL
EDUCATION: AN INSERVICE TRAINING DESIGN

DEVELOPED BY: Joyce Kaser, Martha Matthews, and
Shirley McCune
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$4.50

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock No. 017-080-01864-1

TYPE OF RESOURCE: Workshop guide+(201 pp.)

DESCRIPTION

This comprehensive inservice program was designed for use in introductory or intermediate level workshops on sex equity in vocational education. It helps vocational educators to recognize the existence and manifestations of sex discrimination and stereotyping, to develop skills in eliminating these areas from their own job functions, to design and implement programs which provide all persons the opportunity to prepare for occupations that suit their interests and abilities, and to obtain skills necessary for independent living. The publication is organized in three parts: introductory materials explaining the use of the document and making suggestions regarding the implementation of the training design; the inservice training design, containing a step-by-step outline of ten sequential activities including objectives, materials required for leaders and participants, training content and procedures, and time schedules; and the participant workbook, containing worksheets and information sheets which should be reproduced for use by the participants. This program may be conducted in a one-day inservice session or two three-hour training sessions for teachers, counselors, and administrators.

TITLE: A SUGGESTED APPROACH TO NON-SEXIST
TEACHING

DEVELOPED BY: Ohio Education Association
National Education Association

DATE: Not specified

COST: \$2.00

AVAILABLE FROM: Ohio Education Association
P.O. Box 2550
225 East Broad Street
Columbus, Ohio 43216

TYPE OF RESOURCE: Handbook (30 pp.)

DESCRIPTION

This booklet provides a general overview of the problems of sex discrimination, sexism, and sex role stereotyping; some corresponding strategies for change; and a brief discussion of issues to be considered when designing an action plan for change. Topics covered include an introduction to the problem, factors which necessitate equality of opportunity in education, a systems approach for eliminating sexism in education, strategies for change and the intervention process, characteristics of nonsexist instructional materials, and guidelines for evaluating textbooks. An integrated outline for national, state, and local strategies for change is presented including the need for research, enactment of legislation, development of training models, community involvement, development of administrative policy, and structural change. The booklet gives an overall picture of possible action and provides guidelines and checklists for materials assessment. It can be used by secondary and postsecondary teachers, program planners, curriculum coordinators, and administrators, as well as by parents and community members.

TITLE: TRAINING MODULES FOR PREPARING
EDUCATIONAL LEADERS TO ENHANCE
EDUCATIONAL EQUITY FOR FEMALES —
PROJECT SYNTHESIS MODULE

DEVELOPED BY: University of Tulsa (coordinated by
the University Council for
Educational Administration)

DATE: 1978

COST: Varies with component

AVAILABLE FROM: University Council for Educational
Administration
29 West Woodruff Avenue
Columbus, Ohio 43210
Attn: Jack A. Culbertson

TYPE OF RESOURCE: Training module (five components)

DESCRIPTION

One of six training modules, this series of learning activities was developed to help users better understand the issue of educational equity for women. The learning activity components contained in the module can be used by a variety of secondary, postsecondary, and community groups and were designed to complement the specifically targeted materials in the five companion modules. Individual components of this synthesis module include: *Facilitator's Manual: Synthesis Module*, an overview of the learning activities which offers activity objectives and suggests methods for use; *Opening the Door*, a filmstrip and audio tape on sex equity issues; *The Permissiveness of Sex Discrimination*, a set of lecture notes and transparencies which summarize literature and resources on the problem of sex discrimination; *How Well Do You Know Title IX?*, a programmed text; and *Handbook of Assessment Tools for Enhancing Educational Equity*, a set of twelve instruments relevant to equalizing educational opportunities. Components may be used individually or as a set.

TITLE: UNTAPPED RESOURCES IN VOCATIONAL
EDUCATION: TRAINER/TEACHER GUIDE

DEVELOPED BY: James D. Good
University of Missouri

DATE: 1979

COST: \$12.00

AVAILABLE FROM: Instructional Materials Laboratory
University of Missouri—Columbia
Columbia, Missouri 65211

TYPE OF RESOURCE: Resource guide (580 pp.)

DESCRIPTION

This book is an extensive compilation of materials from a variety of sources for use in planning and conducting an inservice workshop on sex equity in vocational education. There are nine major sections. The first section explains the organization of the book and offers suggestions for its use. Sections II through IV are adaptations of application sessions for vocational educators in *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators — the Vocational Educator's Role* (see page 30). These sections contain agenda, objectives, timelines, lectures, and workshop directions, with suggested activities and worksheets added. The remaining sections contain the following supplemental materials: 17 transparency masters, 19 handouts, 41 activity sheets (for teacher inservice), 27 classroom activities (for use with students), and a bibliography/resource list. This book of materials was designed primarily as a teacher inservice program; however, many of the activities can be adapted for use with other groups, and the classroom activities were selected particularly for use with students.

TITLE: VOCATIONAL EDUCATION: SEX EQUITY STRATEGIES

DEVELOPED BY: Louise Vetter, Carolyn Burkhardt,
and Judith Sechler

DATE: 1978

COST: \$16.82 (paper copy), \$.83 (microfiche)

AVAILABLE FROM: ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
Refer to: CE 022 135

Also: Contact your state sex equity
coordinator for information about
obtaining a courtesy copy

TYPE OF RESOURCE: Training materials (258 pp.)

DESCRIPTION

This document was designed to assist vocational educators implementing the Education Amendments of 1976 by providing strategies and techniques for increasing sex fairness in vocational education. It is designed to create awareness of sex fairness concerns and to provide strategies for dealing with overt sex bias, recruitment of nontraditional students, retention of nontraditional students, interaction with the community, assessment and adaptation of materials, providing planning guides, and providing information about resources. Each chapter includes introductory questions, a narrative with references, and reprints of articles and exercises. Some of the materials go beyond the scope of vocational education and may need to be adapted for vocational education use. This publication can be used by state and local administrators, teachers, counselors, and curriculum planning personnel. An extensive annotated resource list is included.

GUIDANCE RESOURCES

TITLE: APPRENTICESHIP AND OTHER BLUE COLLAR JOB
OPPORTUNITIES FOR WOMEN

DEVELOPED BY: Valerie Wheat

DATE: 1978

COST: \$3.50

AVAILABLE FROM: Women's Education Equity Communication
Network
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

TYPE OF RESOURCE: Information guide (31 pp.)

DESCRIPTION

The primary purpose of this document is to provide information that will encourage more women to consider the skilled trades as a job option and that will enable them to effectively locate available employment programs and services. The publication has been designed to integrate information on the characteristics of blue collar jobs and apprenticeships, information on interviews and tests, and practical advice on locating and preparing for work. Attitude and skills assessment instruments which can be administered either by the user or by a counselor are provided. Profiles of several women of various ages, ethnic groups, and education backgrounds who have worked in skilled trades are included. The publication contains an extensive listing of groups and organizations working with nontraditional jobs for women, as well as lists of state and territorial apprenticeship agencies, regional federal apprenticeship and training programs, and regional Women's Bureau Offices. A bibliography is also included. The information book can be useful with displaced homemakers, Comprehensive Educational Training Act (CETA) groups, and postsecondary and secondary level female students.

TITLE: BRIEF HIGHLIGHTS OF MAJOR FEDERAL LAWS
AND ORDER ON SEX DISCRIMINATION IN
EMPLOYMENT

DEVELOPED BY: U.S. Department of Labor
Women's Bureau

DATE: 1978 (revised edition)

COST: Available at no charge

AVAILABLE FROM: U.S. Department of Labor
Office of the Secretary
Women's Bureau
Washington, D.C. 20210

Also available from ERIC: ED 136 075

TYPE OF RESOURCE: Pamphlet (7 pp.)

DESCRIPTION

The purpose of this pamphlet is to provide the reader information about the major laws dealing with sex discrimination in employment. The Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Executive Order 11246 as amended by Executive Order 11375, and Title IX of the Education Amendments of 1972 are discussed. Each law is summarized, and information is given about guidelines, exemptions, reporting violations, and where to get further information. This summary is for general information; most states also have laws that prohibit sex discrimination in private and/or public employment. It can be useful to school employees, hiring personnel, and students seeking employment. Teachers and counselors can also use this pamphlet as an information supplement to an instructional unit on employment rights and responsibilities.

TITLE: COUNSELING PROGRAMS AND SERVICES FOR
WOMEN IN NON-TRADITIONAL OCCUPATIONS

DEVELOPED BY: Helen S. Farmer
University of Illinois

DATE: 1978

COST: \$4.50

AVAILABLE FROM: National Center Publications
The National Center for Research in
Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Also available from ERIC: ED 164 976

TYPE OF RESOURCE: Information analysis (56 pp.)

DESCRIPTION

This paper focuses on reviews of programs and services at the postsecondary level which encourage women to enter nontraditional occupations and which support those who have entered training or employment in these fields. The paper includes an introduction, a brief statement of the problem, a review of the research, and conclusions. The data reviewed in the research section cover opportunities in nontraditional professional or nonprofessional occupations; characteristics of women choosing traditional and nontraditional professional occupations; counseling and support services for women in math, science, management; counseling services/resources for college women; role models used to increase nontraditional participation; services aimed at change agents; legislative support; participation in and support for women in nontraditional, nonprofessional occupations; and apprenticeship training. The concluding section discusses implications for practice and priorities for research. References and an annotated appendix of resources by field are included. This paper can be useful to teacher and counselor educators, college and university personnel, curriculum development specialists, placement directors, and educational researchers as an informational resource and guidelines for their work.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS — THE
COUNSELOR'S ROLE (OUTLINE AND PARTICI-
PANTS' MATERIALS FOR APPLICATION
SESSIONS FOR COUNSELORS)

DEVELOPED BY: Shirley McCune, Linda Stebbins, Nancy
L. Ames, Illana Rhodes, Martha
Matthews, Janice Birk, and Joyce
Kaser
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$2.75

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number; 017-080-01935-3

TYPE OF RESOURCE: Reference manual (77 pp.)

DESCRIPTION

This document presents materials developed for the counselor application sessions to be conducted during the third and fourth parts of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. Other application sessions are available for administrators, teachers, vocational educators, physical activity specialists, and community groups (see pages 30-34, 37-40). The first, second and fifth sessions of the total workshop are designed for a diverse audience and cover the context of Title IX, Title IX regulations and grievance procedures, and planning for change (see pages 26-29, 41). Session A for counselors deals with identifying and overcoming sex bias in counseling and counseling programs.

Session B for counselors covers identifying and overcoming bias in counseling materials. The document contains both group leader and participant materials including agenda, times, handouts, lectures, activities, worksheets, and evaluations. These materials can be used separately with the intended audience or used as part of the total workshop package. As an additional reference for participants, *Attaining Sex Equity in Counseling Programs and Practices: Application Booklet for Counselors* has been designed as a supplemental package to this document (see page 60).

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS —
ATTAINING SEX EQUITY IN COUNSELING
PROGRAMS AND PRACTICES (APPLICATION
BOOKLET FOR COUNSELORS)

DEVELOPED BY: Linda Stebbins and Nancy L. Ames
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$2.75

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01935-3

TYPE OF RESOURCE: Workshop guide (78 pp.)

DESCRIPTION

This application book is a supplementary component to a complete workshop package, *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators* (see pages 26-47). Designed as a supplement to *The Counselor's Role* (see page 58), it is a reference book which can be used by counselors to extend their understanding of sex equity and sex discrimination in counseling and of the steps which are needed to achieve such equity. The book is organized in six parts. Part I discusses the consequences of sex discrimination and sex-role stereotyping. Part II discusses Title IX regulation requirements that apply to counselors. Part III presents recommendations for achieving compliance and promoting sex equity. Part IV presents five recommendations for administering and interpreting career interest inventories. Part V contains a bibliography. Part VI includes a resource

guide. This package can be used separately by counselors or presented as a part of a resource packet with the entire workshop package.

TITLE: LOOK WHO'S WORKING HERE . . .

AUTHOR: Dianne Siegel
Westchester County Women's Center

DATE: Not specified

COST: \$20.00

AVAILABLE FROM: Samuel Bobrow
Director of Occupational Education
Education Center
165 North Columbus Avenue
Mt. Vernon, New York 10553
(Make checks payable to:
City School District of Mt. Vernon)

TYPE OF RESOURCE: Filmstrip/cassette (13 min.)

DESCRIPTION

Look Who's Working Here . . . deals with sex role stereotyping and nontraditional occupational choices for males and females. Students enrolled in high school level nontraditional occupational courses are shown participating in their classes (females in auto mechanics, carpentry, welding, machine shop, radio and TV repair, electrical wiring, and plumbing classes; males in nursing, cosmetology, dental assisting, fashion design, and secretarial studies, etc.). Community members are shown working as nurses, carpenters, welders, draftspeople, physicians, technicians, day care workers, elementary school teachers, cosmetologists, electricians, etc. The presentation can be used in the classroom or with school staff and community groups in a workshop setting.

TITLE: SUPPORT YOURSELF

DEVELOPED BY: Utah State Board for
Vocational Education

DATE: 1979

COST: To be determined

AVAILABLE FROM: Vocational Education
Office of the State Board of Education
250 East Fifth South
Salt Lake City, Utah 84111

TYPE OF RESOURCE: Booklet (20 pp.)

DESCRIPTION

This publication provides women with information about available employment alternatives. It contains three sections. The first presents economic facts including statistics on working women, their marital status, their average wages compared with men, and the amount of income that is required for women to support themselves and/or a family. The second section discusses nontraditional work available and the barriers involved in becoming employed in nontraditional settings. Examples of nontraditional positions are provided with details about minimum qualifications, starting wages, and information sources on sample employers. A list of resource centers, books, and pamphlets is included in the third section. This booklet can be useful to students for discussion in career planning groups. It can also be used for postsecondary course planning.

TITLE: TRY IT, YOU'LL LIKE IT! A
STUDENT'S INTRODUCTION TO
NONSEXIST VOCATIONAL EDUCATION

DEVELOPED BY: Martha Matthews and Shirley McCune
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$1.00

AVAILABLE FROM: Council of Chief State School Officers
400 North Capitol Street
Suite 379
Washington, D.C. 20001

TYPE OF RESOURCE: Workbook (57 pp.)

DESCRIPTION

This booklet helps students explore their interests, consider roles in the paid work force, think about work to be done inside the home, evaluate whether nontraditional vocational training might offer a way to pursue interests or gain skills needed for work inside and outside the home, and become familiar with their legal rights to nondiscrimination and equal treatment in schools and employment. The information is organized in several major sections dealing with nontraditional careers, exploring interests, working outside and inside the home, exploring vocational education, and understanding legal rights. Each section offers information, student activities and checklists, and suggestions for future action. This booklet takes a balanced approach to encouraging students—both male and female—to explore how nontraditional vocational training might help them meet their own personal goals for work and home. It is useful as a self-study project for students or for use in student- or counselor-run career counseling groups.

TITLE: 20 FACTS ON WOMEN WORKERS

DEVELOPED BY: U.S. Department of Labor
Women's Bureau

DATE: 1979

COST: Available at no charge

AVAILABLE FROM: U.S. Department of Labor
Office of the Secretary
Women's Bureau
Washington, D.C. 20210

TYPE OF RESOURCE: Fact sheet (3 pp.)

DESCRIPTION

This publication is designed to profile women in the labor force. The information presented includes the number and percentage of women working; their marital status, education levels, parental status, average salaries, and minority status; and the range of occupations in which they are employed. It was compiled from a variety of government sources. This fact sheet can be useful as an awareness handout to students or parents or as a discussion item in career counseling groups.

TITLE: WHY WOMEN WORK

AUTHOR: U.S. Department of Labor
Women's Bureau

DATE: 1979

COST: Available at no charge

AVAILABLE FROM: U.S. Department of Labor
Office of the Secretary
Women's Bureau
Washington, D.C. 20210

Also available from ERIC: ED 130 051

TYPE OF RESOURCE: Pamphlet (3 pp.)

DESCRIPTION

Facts about women's employment are highlighted in this pamphlet. It gives a brief narrative profile of women in the labor force and provides statistics on women as heads of families, mothers with husbands present, wives whose husbands are unemployed or unable to work, women whose husbands are employed in low-wage occupations, and working wives' contributions to family income. A chart is available that presents information on salary levels and marital status of working women. This pamphlet can be useful as a handout item to students and/or parents. It can also be used as a discussion item in career planning groups.

TITLE: THE WOMEN BUSINESS OWNERS ORIENTATION PROGRAM

DEVELOPED BY: The Center for Women's Opportunities of
The American Association of Community
and Junior Colleges

DATE: 1979

COST: \$75.00 (includes curriculum materials
and training workshop fees)

AVAILABLE FROM: The Center for Women's Opportunities
American Association of Community and
Junior Colleges
One Dupont Circle, N.W. Suite 410
Washington, D.C. 20036

TYPE OF RESOURCE: Curriculum and counseling module (two-
day training workshop, 45-hour
curriculum module)

DESCRIPTION

This counseling and instructional package was designed for use with prospective female entrepreneurs at the postsecondary level. The program offers knowledge needed to successfully start a small business and to develop those business competencies necessary for survival in the small business marketplace. A two-day dissemination/training workshop provides technical assistance to community and junior college staff interested in implementing the 45-hour curriculum counseling module.

TITLE: WOMEN IN THE WORK FORCE:
A SET OF GRAPHS

DEVELOPED BY: U.S. Department of Labor
Women's Bureau

DATE: 1978

COST: Available at no charge

AVAILABLE FROM: U.S. Department of Labor
Office of the Secretary
Women's Bureau
Washington, D.C. 20210

TYPE OF RESOURCE: Statistical graphs (3 pp.)

DESCRIPTION

This set of three graphs gives employment information on women in the work force. Each can be obtained separately and should be ordered by name. *Fully Employed Women Continue to Earn Less Than Fully Employed Men* shows average salaries for white and minority men and women in 1966 and 1976. *Most Women Work Because of Economic Need* (Women in the Labor Force, by Marital Status, March, 1977) shows, according to marital status, the percentage of women who work. *Women are Under-represented as Managers and Skilled Craft Workers* shows the percentage of women's participation in all occupations—crafts, nonretail sales, management, operations, professions, services, retail sales, clerical positions and private household work. These graphs can be used as transparency masters or as handouts for discussion in the classroom and in occupational counseling settings.

TITLE: A WORKING WOMAN'S GUIDE TO HER JOB
RIGHTS

DEVELOPED BY: U.S. Department of Labor
Women's Bureau

DATE: 1978

COST: Available at no charge

AVAILABLE FROM: U.S. Department of Labor
Office of the Secretary
Women's Bureau
Washington, D.C. 20210

Also available from:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number 029-016-00056-9

TYPE OF RESOURCE: Leaflet (32 pp.)

DESCRIPTION

General information about the federal laws passed in November 1978 affecting women who are seeking a job or are retired is featured in this publication. Its purpose is to acquaint the 11.6 million women who have joined the labor force since 1967 with the rapidly changing measures in legal protection. Among the topics discussed are apprenticeships, age discrimination, equal pay, maternity leave, tax credits for child care and household help, joining or not joining a union, and social security benefits. A list of federal and state agencies is included as sources of assistance. This pamphlet is aimed at adult women. It could also be used by counselors or teachers to prepare students for placement and can be useful to displaced homemakers and CETA clients.

**RESOURCES FOR
COMMUNITY MEMBERS**

TITLE: CRACKING THE GLASS SLIPPER:
PEER'S GUIDE TO ENDING SEX
BIAS IN YOUR SCHOOLS

DEVELOPED BY: Mary Ellen Verheyden-Hilliard

DATE: 1979

COST: \$5.00

AVAILABLE FROM: Project on Equal Education Rights
(PEER)

1112 13th Street, N.W.
Washington, D.C. 20005

Also available from ERIC: ED 154 539

TYPE OF RESOURCE: Resource packet (components vary in
length)

DESCRIPTION

This package contains a series of information pamphlets, review guides, resource lists, and action strategies designed to help interested community groups and parents evaluate the implementation of Title IX at their local schools. The package is divided into four sections. The first part contains two information pamphlets. The first pamphlet discusses the need for expanding sex roles for males and females, the schools' influence in the socialization process, and how Title IX affects the schools. The second pamphlet is a step-by-step guideline for evaluating schools. It discusses community rights, how to begin evaluation, hints for using the review guides, the position of minority students and sex equity, and how to gather and present information. Part two contains nine review guides covering the following topics: opening the doors to investigation, athletics, physical education, vocational education, counseling, rules and customs, pregnant students, employment, and grievance procedures. The third part is a document entitled *The Title IX Primer*.

The Read-It-In-The-Original Guide to Title IX. The fourth section contains information on where users should go for help. It includes strategies for change and a copy of the PEER Resources List. The checklist, review guides, and strategies are designed for use by parents and community groups as they assess the implementation of Title IX in the schools. They can also be used by administrators and Title IX committees in evaluating programs for Title IX compliance.

TITLE: AN EQUAL CHANCE: A PARENT'S INTRODUCTION
TO SEX FAIRNESS IN VOCATIONAL EDUCATION

DEVELOPED BY: Martha Matthews and Shirley McCune
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$1.10

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock No. 017-080-01863-2
Also available from ERIC: ED 164 972

TYPE OF RESOURCE: Booklet (23 pp.)

DESCRIPTION

The purposes of this booklet are to provide parents with the information they need to help their children overcome stereotyping in career preparation and to help schools provide equal opportunities for students. It introduces four students in nontraditional job training programs and presents facts about women in the labor force, the implications of those facts for sons and daughters, the role of vocational education in expanding opportunities, the legal rights of students, and a discussion of how parents can provide the facts about education and legal rights to their children and influence schools to provide equal opportunities. This handbook can be useful to parents and community groups.

TITLE: IMPLEMENTING TITLE IX AND ATTAINING
SEX EQUITY: A WORKSHOP PACKAGE FOR
ELEMENTARY-SECONDARY EDUCATORS — THE
COMMUNITY'S ROLE (OUTLINE AND
PARTICIPANTS' MATERIALS FOR APPLICATION
SESSIONS FOR COMMUNITY GROUP MEMBERS)

DEVELOPED BY: Shirley McCune and Martha Matthews
Resource Center on Sex Roles in
Education

DATE: 1978

COST: \$3.25

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock number: 017-080-01931-1

TYPE OF RESOURCE: Workshop guide (154 pp.)

DESCRIPTION

This document presents materials developed for the community groups application sessions to be conducted during the third and fourth parts of a five-part workshop for elementary and secondary educators on implementing Title IX and attaining sex equity. Other application sessions in the workshop are available for administrators, teachers, counselors, vocational educators, and physical activity specialists (see pages 30-38). The first, second and fifth sessions of the total workshop are designed for a diverse audience and cover the context of Title IX, Title IX regulations and grievance procedures, and planning for change (see pages 26-29, 41). The sessions for community groups provides strategies for and experience in building a knowledge base and skills for change. Both group leader and participant materials are provided, including agenda, times, handouts, lectures, activities, worksheets, and

evaluations. The application sessions can be used separately with the intended audience or used as part of the total workshop package.

TITLE: SUGAR AND SPICE IS NOT THE ANSWER: A
PARENT HANDBOOK ON THE CAREER
IMPLICATIONS OF SEX STEREOTYPING

DEVELOPED BY: Louise Vetter, Cheryl Meredith Lowry,
and Carolyn Burkhardt

DATE: 1977

COST: \$4.50

AVAILABLE FROM: National Center Publications
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Also available from ERIC: ED 147 560

TYPE OF RESOURCE: Booklet (54 pp.)

DESCRIPTION

This handbook explains how children's career options are limited by sex stereotyping, why it is important that children not be limited by preconceived sex roles, and what parents can do about stereotyping. The first four sections explore the socializing influences of sex role stereotyping on male and female behavior, career choices, and participation in the work force. A chapter on schools highlights omissions in curriculum and differences in treatment of students as a result of stereotyping. It suggests activities for parents and their children and describes methods of assessing schools. Organizations and resources available to parents seeking help and information are listed in the final chapter. Although this handbook was designed primarily for individual parent use, it also provides awareness information for teachers and school boards.

REFERENCE RESOURCES

TITLE: CAREER PLANNING PROGRAMS FOR WOMEN
EMPLOYEES: ANNOTATED BIBLIOGRAPHY

DEVELOPED BY: Patricia Worthy Winkfield, Cheryl
Meredith Lowry, and Louise Vetter

DATE: 1977

COST: Available at no charge

AVAILABLE FROM: Louise Vetter
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(limited supply available)

Also available from ERIC: refer to
CE 021 477

TYPE OF RESOURCE: Resource list (40 pp.)

DESCRIPTION

This annotated bibliography is one of four products pertaining to current career planning programs for employed women in business, industry, and community and junior colleges. The other three documents are the results of a national survey (see page 78), a prototype program (see page 80), and a review of the literature (see page 82). The bibliography was developed to inform persons who work with employed adult women of the programs and activities across the country that can enhance the careers of women employees. Seventy programs are described in two sections: employer programs and community and junior college programs. Programs are listed in alphabetical order and descriptions which contain the following information are provided: employer/institution, contact person, address, unit offering the program or activity, types of programs or activities offered, sex of participants, and program goals and objectives. An index listing the programs by state is

provided.) This bibliography is primarily designed for those who provide career planning for employees, or students including employers, personnel development staffs, and counselors at the postsecondary level.

TITLE: CAREER PLANNING PROGRAMS FOR WOMEN
EMPLOYEES: A NATIONAL SURVEY

DEVELOPED BY: Louise Vetter, Patricia Worthy
Winkfield, Cheryl Meredith Lowry,
and Robert M. Ransom

DATE: 1977

COST: Available at no charge

AVAILABLE FROM: Louise Vetter
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(limited supply available)

Also available from ERIC: ED 170 600

TYPE OF RESOURCE: Research report (76 pp.)

DESCRIPTION

This national survey report is one of four products pertaining to current career planning programs for employed women in business, industry, and community and junior colleges. The other three documents are an annotated bibliography of programs (see page 76), a prototype program (see page 80), and a review of the literature (see page 82). This document reports the results of two mail surveys designed to study the career planning programs provided by employers and educational institutions for women employees. Companies on the Fortune 500 list, higher education institutions, and community and junior colleges were surveyed. Provided in this document are a summary of the findings, an introduction, the purpose and objectives of the study, a description of the methodology, a discussion of the results, a discussion of conclusions, and recommendations. A bibliography and appendices are also included. The results are presented in chart form with narrative

explanations. The recommendations offer suggestions for developing effective programs. The survey information can be useful to researchers and program planners developing model career planning programs.

TITLE: CAREER PLANNING PROGRAMS FOR
WOMEN EMPLOYEES: PROTOTYPE PROGRAMS

DEVELOPED BY: Louise Vetter, Patricia Worthy
Winkfield, Robert M. Ransom, and
Cheryl Meredith Lowry

DATE: 1977

COST: Available at no charge

AVAILABLE FROM: Louise Vetter
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(limited supply available)

Also available from ERIC: refer to
CE 021 478

TYPE OF RESOURCE: Research report (72 pp.)

DESCRIPTION

This publication is one of four products pertaining to current career planning programs for employed women in business, industry, and community and junior colleges. The other three documents are an annotated bibliography of programs (see page 76), a report of a national survey (see page 78), and a review of the literature (see page 82). This document details three comprehensive career planning program models and is a result of a modified delphi technique used with eleven leaders in the area of career development of women. The three featured program models for employed women were developed from the professional judgments of these leaders and are recommended for the following settings: programs sponsored by employers, programs co-sponsored by employers and educational institutions, and programs sponsored by educational institutions. Goals, objectives, and career development activities are presented

for each setting and appear in order of importance as judged by the panel. The prototype development procedures, materials, and results are presented. This publication can be useful to educators and personnel directors who offer career planning services to improve the occupational status of currently employed women.

TITLE: CAREER PLANNING PROGRAMS FOR WOMEN
EMPLOYEES: REVIEW OF THE LITERATURE

DEVELOPED BY: Patricia Worthy Winkfield, Cheryl
Meredith Lowry, and Louise Vetter

DATE: 1977

COST: Available at no charge

AVAILABLE FROM: Louise Vetter
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(limited supply available)
Also available from ERIC: refer to
CE 021 475

TYPE OF RESOURCE: Research report (29 pp.)

DESCRIPTION

This review of literature is one of four products pertaining to current career planning programs for employed women in business, industry, and community and junior colleges. The other three products are an annotated bibliography of programs (see page 76), a report of a national survey (see page 78), and descriptions of three prototype programs (see page 80). A summary of the literature reviewed presents the status of women in the labor force, the relationship between socialization and careers, career development theories, and women's career patterns. This summary serves as background for an overview of thirteen career planning programs cited in the literature. These programs are listed alphabetically by name with a brief description and source of information. The concluding section challenges theoreticians, counselors, adult educators, personnel directors, and all persons interested in working with women in education and/or work environments to explore and develop the area of career

development for women employees. A bibliography is included. This document can be useful to anyone involved in career planning for women and to educators contemplating the implementation of a model program.

TITLE: DIRECTORY OF PEOPLE IN NONTRADITIONAL
JOBS

DEVELOPED BY: Marylin A. Hulm , Susan Anczarki,
and Louise Small

DATE: 1978 (copyright restrictions on text)

COST: Available at no charge

AVAILABLE FROM: Office for Equal Access
Division of Vocational Education
State Department of Education
225 W. State Street
Trenton, New Jersey 08625

TYPE OF RESOURCE: Directory (24 pp.)

DESCRIPTION

This booklet provides a list of women and men in nontraditional jobs in New Jersey and nearby areas. It was developed as a tool to help implement nonstereotyped career awareness programs by providing access to role models. The directory is divided into fifteen occupational clusters with specific occupations listed under each. The name, address, and phone number of those persons who have volunteered to visit classes or to allow on-the-job observation are listed along with their occupations. A list of companies that provide speakers for career days, a bibliography, and an index of the occupations are also included. Primarily targeted to counselors and career educators in New Jersey, it can be used as a model for vocational educators in other parts of the country.

TITLE: FOSTERING SEX FAIRNESS IN VOCATIONAL
EDUCATION: STRATEGIES FOR
ADMINISTRATORS

DEVELOPED BY: JoAnn M. Steiger and Sue H. Schlesinger
Steiger, Fink and Kosicoff, Inc.

DATE: 1979

COST: \$2.20

AVAILABLE FROM: National Center Publications
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Also available from ERIC: refer to
CE 019 607

TYPE OF RESOURCE: Information analysis (24 pp.)

DESCRIPTION

This paper was designed to provide administrators with an overview of sex fairness issues addressed by Title IX and Title II of the Education Amendments of 1972 and 1976 respectively. It also suggests some possible strategies for action. The first section reviews the literature dealing with occupational segregation, sex role socialization in schools, and vocational education's role in sex segregation. Five laws pertaining to equal opportunity in education and employment are reviewed in the second section. The section detailing strategies for action makes specific reference to students, special populations, employees, and the community. Suggested strategies for career education, prevocational programs, introductory vocational classes, recruitment, retention, cooperative education programs, placement, and follow-up support are offered. Administrators can use this paper as they consider strategies for dealing with sex equity issues.

TITLE: THE GUIDANCE NEEDS OF WOMEN

DEVELOPED BY: Lenore W. Harmon
University of Wisconsin - Milwaukee

DATE: 1979

COST: \$1.90

AVAILABLE FROM: National Center Publications
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Also available from ERIC: refer to
CE 019 609

TYPE OF RESOURCE: Information analysis (16 pp.)

DESCRIPTION

This paper is designed to provide ready access to recent research on the guidance needs of women, to synthesize the researchers' conclusions, and to make recommendations for action based on these conclusions. The first two sections deal with sex differences and how biology and culture affect the ways sex differences develop. The third section reviews Maslow's hierarchy of needs, Perry's model of cognitive development, Super's theory of career development, and Crites' measure of career maturity as possible models to explain career development patterns of women. The paper concludes with a review of internal and external barriers to realizing equal opportunity. References are given for the research. Designed to provide a convenient source of information and recommendations in a condensed form, this paper makes specific recommendations for action for counselors, teachers, administrators, and researchers.

TITLE: NEGLECTED WOMEN: THE EDUCATIONAL NEEDS
OF DISPLACED HOMEMAKERS, SINGLE MOTHERS
AND OLDER WOMEN

DEVELOPED BY: Carol Eliason
Center for Women's Opportunities
American Association of Community
and Junior Colleges

DATE: 1978

COST: \$4.82 (paper copy), \$.83 (microfiche)

AVAILABLE FROM: ERIC Document Reproduction Service (EDRS),
P.O. Box 190
Arlington, Virginia 22210
ED 163 138

TYPE OF RESOURCE: Report of public hearings (63 pp.)

DESCRIPTION

This booklet is the result of a series of public hearings. It presents recommendations for the Secretary of Health, Education and Welfare concerning changes in or additions to federal laws, regulations, policies, or programs that are needed to achieve educational equity for displaced homemakers, single mothers, and older women. Recommendations that can be useful to local agencies and institutions seeking to serve those groups are also presented, along with identified issues that may require further attention, investigation, and action. The report includes an introduction, summary, recommendations, and highlights of the testimony. Appendices contain case histories as told by each group, the hearings agenda, lists of participants and contributors, funding resources, and a bibliography. Although prepared as a report for a special group, the findings contained in this publication have implications for community social service agencies, adult and vocational education programs, and counselors at the secondary and postsecondary level.

TITLE: PREPARING WOMEN TO TEACH NON-TRADITIONAL
VOCATIONAL EDUCATION

DEVELOPED BY: Roslyn D. Kane
Rj Associates, Inc.

DATE: 1978

COST: \$3.80

AVAILABLE FROM: National Center Publications
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Also available from ERIC: ED 164 978

TYPE OF RESOURCE: Concept paper (53 pp.)

DESCRIPTION

This paper proposes a model to prepare women to teach non-traditional vocational education. It is divided into two main sections: The rationale for a retraining model discusses the oversupply of teachers, the demand for vocational education teachers, the underrepresentation of women in male-intensive skilled occupations, and ways to determine the need for a retraining program. The second section on implementing a retraining program addresses the conceptual framework of the program, development of a plan, selected programs in trade and industrial education and industrial arts education, and techniques and programs responding to special needs. A brief concluding statement, notes, additional references, and an annotated appendix listing resources for women in non-traditional employment are included. This concept paper can be useful to those people in teacher education and state level agencies responsible for vocational teacher preparation.

TITLE: PROFESSIONAL DEVELOPMENT PROGRAMS
FOR SEX EQUITY IN VOCATIONAL EDUCATION

DEVELOPED BY: Mary Ellen Verheyden-Hilliard
Verheyden and Associates

DATE: 1979

COST: \$2.20

AVAILABLE FROM: National Center Publications
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Also available from ERIC: refer to
CE 019 608

TYPE OF RESOURCE: Information analysis (21 pp.).

DESCRIPTION

The state of the art of professional development as it relates to sex equity in vocational education is reviewed in this document. A review of literature investigates the problem of sex discrimination and bias among counselors and teachers; professional development for sex equity in vocational education for administrators, teachers, and counselors and approaches to be used; professional development for students; and the role of sex equity coordinators. Recommendations are made for planning for training, for conducting the training, for analyzing the key points in sex equity programs, and for describing future efforts. A summary of the training efforts of 21 states is provided, as well as the literature references. This publication can be useful to those state and local educators responsible for professional development, and to their colleagues and staffs as a source of information and recommendations.

TITLE: RESOURCE UPDATE 1979:
SEX EQUITY IN VOCATIONAL EDUCATION

DEVELOPED BY: Dissemination and Utilization Program
DATE: 1979

COST: Available at no charge

AVAILABLE FROM: Dissemination and Utilization Program
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

TYPE OF RESOURCE: Poster/flyer

DESCRIPTION

This listing features annotations on 56 sex equity resources available to vocational educators. Resources are categorized by state and local projects, strategies for action (including curriculum, guidance, inservice, recruitment and placement, and program materials evaluation), nonprint media, and referrals and references (including bibliographies, organizations, and research reports). Availability and contact information is provided for each resource listed. The poster can be used by counselors, administrators, teachers, parents, students, program planners, and women's studies personnel.

TITLE: SEX EQUALITY IN VOCATIONAL EDUCATION:
A CHANCE FOR EDUCATORS TO EXPAND
OPPORTUNITIES FOR STUDENTS

DEVELOPED BY: Barbara G. Schonborn and Mary L. O'Neil
DATE: 1978
COST: \$3.50
AVAILABLE FROM: Women's Educational Equity
Communications Network
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
TYPE OF RESOURCE: Resource manual (33 pp.)

DESCRIPTION

The purpose of this publication is to examine current issues affecting women in vocational education. Information is presented on the need for action toward sex equity in vocational education and on how school personnel can begin to effect change. The publication is organized in four parts. The first part is a discussion of the need for change in vocational education and an overview of sex equity problems in the context of vocational education's purpose. Next is a description of the six major pieces of legislation designed to have an impact on education. The third part is a discussion of changes which focuses on awareness, attitudes, and behaviors; training educational personnel; recruiting, teaching and supporting students; and the role of change agents. The final section is an annotated resource list containing sections on teacher training materials and methods; counselor training materials and methods; curriculum guides and programs; counseling and guidance materials; agencies and organizations; and books, reports, and bibliographies. This document can be useful to individual school personnel at the secondary, postsecondary, or community level as an information and bibliographic resource.

TITLE: SEX EQUITY MATERIALS AND RESOURCES

DEVELOPED BY: Rhode Island Department of Education

DATE: 1979

COST: Available at no charge

AVAILABLE FROM: Rhode Island Department of Education
Bureau of Vocational-Technical
Education
22 Hayes Street
Providence, Rhode Island 02908

TYPE OF RESOURCE: Resource packet (components vary in length)

DESCRIPTION

This packet of five items has a variety of uses. *The Directory of Rhode Island Women and Men in Nontraditional Occupations* contains the names, work addresses, and telephone numbers of women and men working in nontraditional careers who have agreed to talk to classes or to be visited on the job. The listings are divided into thirteen career clusters with occupations listed and indexed. The *Directory* may have limited use outside of Rhode Island, but serves as a model for what might be developed in other states. *The Vocational Education Guide for Eliminating Sex Bias and Sex Stereotyping* is a checklist that can be used to evaluate school policies in general, with special sections on counseling, instruction, curriculum, and personnel policies and procedures. The *Attitude Scale* can be used with junior and senior high school students, teachers, counselors, administrators, and parents. Instructions are given for the group leader to help participants examine their own attitudes toward issues concerning women and men. Copies of a recent edition of *Flash of Fact*, the sex equity newsletter of the Department of Education, are included. A syllabus for a department-sponsored college level course, *Exploring Sex Roles in Vocational Education and Society*, offers a model for teacher educators considering offering such a course.

TITLE: SEX-FAIR INTEREST MEASUREMENT:
RESEARCH AND IMPLICATIONS

DEVELOPED BY: Carol Kehr Tittle and Donald G. Zytowski,
editors
National Institute of Education

DATE: 1978

COST: \$10.82 (paper copy), \$.83 (microfiche)

AVAILABLE FROM: ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
ED 166 416

TYPE OF RESOURCE: Collection of papers (169 pp.)

DESCRIPTION

This book is designed to help redefine research needs in interest measurement, to provide useful directions for interpreting measurement instruments, and to develop strategies for taking limitations of current measurement instruments into account. It is divided into three major sections, each preceded by an editor's comments. Part I is an introduction and relates the content of the document to an earlier document on the topic. Part II describes the research on sex fairness of interest inventories and contains five articles on homogeneous scales, six articles on occupational scales, and two articles on the interests of special groups. Part III deals with the implications of recent developments and legal issues regarding sex bias in the selection and use of career interest inventories. The appendices contain the text of the *National Institute of Education Guidelines for Assessment of Sex Bias and Sex-Fairness in Career Interest Inventories* and an illustration and interpretation of those guidelines. This book of readings was written for a diverse audience; it can be of most use to counselor educators and research faculty.

TITLE: SEX FAIRNESS IN CAREER EDUCATION

DEVELOPED BY: Marla Peterson and Louise Vetter

DATE: 1977

COST: \$3.25

AVAILABLE FROM: National Center Publications
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Also available from ERIC: ED 149 179

TYPE OF RESOURCE: Literature analysis (36 pp.)

DESCRIPTION

This paper provides an analysis of the literature on sex fairness in career education. It gives an overview of the current status of working women including reasons why women work, occupations in which women work, comparative income levels, and reasons for the current situation. The paper also discusses sex fairness in career education leadership by briefly looking at some career education leaders and describing some new steps and corrective measures. Sex-fair materials and inservice education are identified as ways to make career education equitable. References and appendices are included. The appendices provide resources for sex-fair materials, lists of materials for use with students, and inservice education resources. This literature analysis provides reference information and suggestions which can be useful to teacher educators and teachers engaged in career education.

TITLE: SEX FAIRNESS IN VOCATIONAL EDUCATION

DEVELOPED BY: John Phillip Schenck
University of South Dakota at Springfield

DATE: 1977

COST: \$3.80

AVAILABLE FROM: National Center Publications
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Also available from ERIC: ED 149 189

TYPE OF RESOURCE: Information analysis (47 pp.)

DESCRIPTION

This paper provides an analytic review of programs and strategies which help program planners and curriculum developers eliminate sex bias in vocational education. The paper is organized in six major sections. The first two sections review literature dealing with sex fairness as a warranted assumption and the impact of sex role stereotyping and sex bias in vocational education on careers. The third section is a discussion of how socialization, instructional materials, vocational interest inventories, and the world of employment are forces that promote inequity in vocational education. Following this, the forces that promote the elimination of inequity in vocational education are given including breaking the socialization cycle, neutralizing instructional materials, restructuring vocational interest inventories, and current legislation. The concluding section provides seven specific recommendations for action. References are appended. This information paper can be useful as a literature reference for policy makers and curriculum developers.

TITLE: SOME UNDEREMPHASIZED ISSUES ABOUT
MEN, WOMEN, AND WORK

DEVELOPED BY: Susan Hesselbart
Florida State University

DATE: 1978

COST: Available at no charge

AVAILABLE FROM: Department of Sociology
Florida State University
Tallahassee, Florida 32306
Attention: Susan Hesselbart

TYPE OF RESOURCE: Speech transcript (18 pp.)

DESCRIPTION

This paper was written as a presentation to the American Sociological Association. It proposes that an overemphasis on high-level occupations could lead to distortions of attitudes about the relationships between gender and occupations. The author's review of current research revealed certain common assumptions: that there are gender differences in work attachment and commitment; that men place a greater priority on work than family, and that males benefit from greater occupational prestige. The author presents evidence for reexamining those assumptions in light of data that have been underemphasized or ignored. Many questions concerning the study of gender differences in the labor force and family life are posed as needing more study. This paper can be useful to educational personnel at all levels, and the questions posed could be used as a basis for discussion in student groups in a counseling or classroom situation.

TITLE: THE TESTING OF SELECTED STRATEGIES TO
ELIMINATE SEX BIAS IN VOCATIONAL
EDUCATION PROGRAMS: EXECUTIVE SUMMARY

DEVELOPED BY: Eric Rice and Rose Etheridge

DATE: 1977 (copyright restrictions)

COST: Available at no charge

AVAILABLE FROM: System Sciences, Inc.
P.O. Box 2345
Chapel Hill, North Carolina 27514

Also available from ERIC: ED 160 757

TYPE OF RESOURCE: Research report (35 pp.)

DESCRIPTION

This executive summary is the final technical report of a project whose primary objectives focused on identifying, developing, and evaluating alternative strategies which educators—particularly vocational educators—could employ with students, teachers, and administrators. Strategies concentrated on eliminating and preventing the restrictive influences of sex stereotyping and bias on the interests, attitudes, occupational expectations, and training offered to students of both sexes. This summary is one part of a five-volume report which also includes an administrator's manual (see page 11), and three sets of student curriculum materials. It incorporates introductory materials, methods and procedures, findings and results, conclusions and considerations for future action, references, and a description of its companion products. It can be useful to educational researchers and administrators.

TITLE: VOCATIONAL EDUCATION SEX EQUITY PROGRAM

DEVELOPED BY: Pennsylvania Department of Education
Bureau of Equal Educational Opportunity

DATE: 1978

COST: Available at no charge

AVAILABLE FROM: Sex Equity Coordinator
Bureau of Vocational Education
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

TYPE OF RESOURCE: Information packet (components vary in length)

DESCRIPTION

This package was designed as an introduction to the State of Pennsylvania's sex equity office. Providing the user with a complementary collection of reprinted materials from a variety of sources, it can serve as a model for those interested in providing general information about educational equity issues. The package includes a brochure entitled *An Introduction to the Vocational Education Sex Equity Program*, which describes the services of the state office; directions for nominating exemplary programs for sex equity in vocational education; a collection of twelve reprinted articles which feature the changing labor force and the family, counseling, expanding sex roles, measurement and testing, language, and how to create awareness of sex fairness; the review guide for vocational education from *Cracking the Glass Slipper*; a resource list entitled *Resources on Eliminating Sex Role Stereotyping in Vocational Education*; *An Equal Chance*, a parent's introduction to sex fairness in vocational education; and *Guidelines for Sex-Fair Vocational Education Materials*, three booklets on evaluating materials. As a model, this packet can be useful to state and local sex equity coordinators, administrators, and program planners at the secondary and post-secondary levels.

TITLE: WOMEN IN COMMUNITY AND JUNIOR COLLEGES:
REPORT OF A STUDY ON ACCESS TO
OCCUPATIONAL EDUCATION

DEVELOPED BY: Carol Eliason

DATE: 1977

COST: \$5.00

AVAILABLE FROM: American Association of Community and
Junior Colleges
One Dupont Circle, N.W.
Washington, D.C. 20036

Also available from ERIC: ED 148 429

TYPE OF RESOURCE: Research report (69 pp.)

DESCRIPTION

This document summarizes the findings of a study on female students enrolled in vocational/occupational programs at ten two-year colleges. Analysis of institution-related problems for the female student, model support programs and services, possible sex bias in financial aid programs, and the expansion of curriculum are presented. Appendices include a student survey questionnaire and interview outline used during the study, a comparison of questionnaire responses by male and female students, a listing of exemplary programs for women in two-year colleges, and a listing of additional funding sources. An extensive bibliography completes the document. This study can be used by administrators, teachers, program planners, and counselors.

TITLE: WOMEN IN NONTRADITIONAL VOCATIONAL
EDUCATION IN SECONDARY SCHOOLS

DEVELOPED BY: Roslyn D. Kane and Pamela E. Frazer

DATE: 1978

COST: \$9.50

AVAILABLE FROM: Rj Associates, Inc.
1018 Wilson Boulevard
Arlington, Virginia 22209

TYPE OF RESOURCE: Research report (106 pp.)

DESCRIPTION

This document examines the findings of a study conducted to determine the factors influencing occupational decisions and future plans of high school women enrolled in nontraditional vocational training and how those factors differ from factors influencing women enrolled in mixed and traditional training. Results are outlined in an executive summary and are detailed in twelve chapters which include information on influential persons, impact of counseling techniques, motivational factors, differences in math and science preparation, related employment of students, post high school plans, and demographic characteristics. The analysis and implications sections offer evidence which can be used to base policy decisions and evaluate practices. This document can be useful to administrators and counselors. It may also be of use to teachers.

TITLE: WOMEN AND THE SKILLED TRADES

DEVELOPED BY: Norma L. Briggs
Wisconsin State Department of Industry,
Labor and Human Relations

DATE: 1978

COST: \$2.80

AVAILABLE FROM: National Center Publications
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Also available from ERIC: ED 164 975

TYPE OF RESOURCE: Information analysis (34 pp.)

DESCRIPTION

This paper reviews the research on the education and training of women for participation in the skilled trades. It is designed to provide information to people concerned with employment and training for employment. The paper is divided into three sections. The introduction provides background information including a comprehensive table listing the number of women employed in 65 different skilled trade areas in the years 1960 and 1970. The review of literature section discusses research available on women's positions in the skilled trades, apprenticeship, vocational education, and government-sponsored employment and training programs. The final section discusses future developments and research needs. Notes, references, tables, and an appendix listing the apprenticeship trades are included. This paper will serve as an information resource for administrators, counselors, placement personnel, and researchers in training programs for skilled trades.

TITLE: WOMEN AND WORK — NEW OPTIONS

DEVELOPED BY: Linda Artel in consultation with
Valerie Wheat

DATE: 1979

COST: \$4.75

AVAILABLE FROM: Women's Educational Equity
Communications Network
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

TYPE OF RESOURCE: Guide to nonprint media (76 pp.)

DESCRIPTION

This sourcebook contains information about a variety of non-print media dealing with career options for women. Descriptive information including type of medium, availability, cost, length, date of development, and recommended age level for use—as well as a brief annotation and remarks about representativeness and technical quality—are provided for each item. The guide includes a listing of university media centers along with a listing of additional print and nonprint resources. A subject index for locating media which deal with a particular topic and indicates resource format is also provided. Elementary, secondary, and postsecondary teachers and counselors may find this guide useful, as may community and adult service organizations.

TITLE: YOUNG WOMEN AND EMPLOYMENT:
WHAT WE KNOW AND NEED TO KNOW
ABOUT THE SCHOOL-TO-WORK TRANSITION

DEVELOPED BY: Murial Berkeley, Faye Baumgarner,
and Lois Morrill
The George Washington University

DATE: 1978

COST: Available at no charge

AVAILABLE FROM: U.S. Department of Labor
Office of the Secretary
Women's Bureau
Washington, D.C. 20210

Also available from:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

TYPE OF RESOURCE: Conference report (91 pp.)

DESCRIPTION

This is a summary of a conference dealing with the school-to-work transition of young women. It was developed for participants as a means of disseminating ideas for helping young women enter the labor force on an equal footing with men. The first section contains a discussion on opening future horizons for women and summarizes facts on the employment of women. Each of the next four sections contains summaries of reports from various partners in the school-to-work transition including youth, educators, pre-employment and employment program operators, and the private sector. Federal programs for youth employment are then detailed, and the report ends with conference conclusions. Themes of the conference include the need for collective acting, for consciousness raising, for changes at the institutional level, and for good data bases on the employment of women and

minorities. Other themes highlighted are the importance of females considering nontraditional employment early in their lives, the influence of parents, the special problems of minority women, and the ripple effect of change. Counselors and teachers can use this document to get a new perspective on how to help students prepare for or make the transition from school to work. It can also be used as support material in a program dealing with employers.

PART II: THE LAW

INTRODUCTION TO PART II

Part II of *Equal Is Better* briefly summarizes some of the major legislation that requires the elimination of sex discrimination, bias, and stereotyping in educational programs—and especially in vocational education. It focuses on Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976, and it provides cross-references to the resources described in Part I according to their applicability to the laws.

WHAT ARE TITLE IX AND TITLE II?

Title IX and Title II are two important laws that address equal opportunity for students and employees in vocational education. Title IX is a federal civil rights law which prohibits sex discrimination in all education programs receiving federal funds. Title II is also a federal law. It states the provisions governing all federally-funded vocational education programs. Throughout, it contains provisions for overcoming sex bias and sex stereotyping in vocational education.

HOW IS THIS PART OF *EQUAL IS BETTER* SET UP?

Part II is divided into three sections:

- *Title IX.* This section gives you an overview of what Title IX says. One by one, you'll find a quick summary of the major portions of the law, followed by a directory of the resources described in Part I of this guide that pertain to it.
- *Title II.* It's arranged the same way—first a general look at the law, then a closer look at its components that deal with sex equity—along with a directory of Part I resources that apply to each component.
- *For Your Information.* This section contains a set of

capsule descriptions of other laws and regulations that affect sex equity in education and employment.

BUT FIRST, HOW ABOUT A QUIZ?

Want to find out if you're aware of the implications of Title IX and Title II for your school and classroom? Even though there are important differences, it's sometimes easy to confuse the two laws. Listed below are ten items which reflect specific provisions of either Title IX or Title II.* Read each statement and determine the law to which it refers. The answers are on page 140. If you have problems, why not review the legislative summaries in the next few pages?

WHICH LAW (TITLE IX OR TITLE II) ADDRESSES...

- _____ (1)...using different criteria based on sex for admitting males and females into an auto mechanics class?
- _____ (2)...having single sex clubs such as an all male Future Farmers of America?
- _____ (3)...requiring states to develop five-year vocational education plans which include specific steps for eliminating sex discrimination?
- _____ (4)...a program priority of consumer and homemaking education for both males and females?
- _____ (5)...conducting a project to increase the number of women instructors who could serve as role models for female students in programs which have traditionally enrolled mostly males?
- _____ (6)...guidance counselors channeling males into industrial arts and females into home economics?
- _____ (7)...each state agency designating a person who has

responsibility for reducing sex bias and discrimination in vocational education?

- _____ (8)...developing and securing resources for an inservice training program on how to reduce sex bias and discrimination for vocational education instructors?
- _____ (9)...not allowing a certificated male to teach child development or a qualified female to teach carpentry because of their sex?
- _____ (10)...assigning students to apprenticeships or work experience programs solely on the basis of their sex?

* Adapted from Division of Vocational Education, Alabama State Department of Education, "Equal Opportunity in Vocational Education" (Montgomery, AL, 1978), p. 21.

Remember: You can compare your answers above to the correct answers shown on page 140.

TITLE IX

Title IX of the Education Amendments of 1972 is the first comprehensive law enacted by Congress that specifically addresses sex discrimination in all education programs receiving federal funds. The intent of the law is to eliminate discriminatory practices in the programs, policies, and administration of public education institutions. School districts, state education agencies, and postsecondary institutions must comply with its regulations to receive federal assistance.

Requiring that persons not "be excluded from participation in, be denied the benefits of, or be subjected to discrimination" on the basis of sex, the law prohibits discrimination both in the admission and treatment of students and in the employment policies and practices of schools and agencies.

The procedures for implementing Title IX appear in Part 86 of the law's regulations. They make provisions around five major categories:

- General provisions outline the basic procedures for insuring nondiscrimination and compliance.
- Recruitment, admissions, and exemptions provisions specify recruitment and admission practices which are prohibited and state who is covered under the law.
- Treatment of students provisions delineate standards of equity in student programs and activities.
- Employment provisions establish requirements for nondiscrimination in employment.
- Enforcement provisions describe interim procedures for assuring the requirements of Title IX are carried out in accordance with the law.

As with any legislation, the intent of specific passages of Title IX may be altered by subsequent court cases and legislative provisions. If you want to find out more about Title IX and how it works, remember to check out any new interpretations of the law.

Part 86, Subpart A of the Title IX regulations states *general provisions*. Its sections outline basic procedures for insuring nondiscrimination and compliance with the law. It says that all schools and agencies receiving federal funds must:

- evaluate their policies and practices to determine whether they comply with Title IX, and they must take necessary steps to end any discriminatory practices.
- employ at least one officer to coordinate their efforts to comply with the law.
- establish grievance procedures to hear complaints under Title IX. Employees, unions, professional organizations, students, and parents should be notified of the procedures.
- make public notification that they do not discriminate on the basis of sex. Students and employees must be told how to contact their Title IX compliance officer.
- declare themselves as equal opportunity employers in all their announcements, bulletins, catalogs, and applications.

Items in this guide that reflect the general provisions specified in Part 86, Subpart A of the Title IX regulations include:

<u>PAGE</u>	<u>RESOURCE</u>
p. 70	<u>Cracking the Glass Slipper: PEER'S Guide to Ending Sex Bias in Your Schools.</u> Mary Ellen Verheyden-Hilliard. Washington, DC: Project on Equal Education Rights (PEER), 1979.
p. 34	<u>Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators — The Administrator's Role.</u> Shirley McCune and Martha Matthews. Washington, DC: U.S. Government Printing Office, 1978.
p. 39	<u>Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators — The Community's Role (Outline and Participants' Materials for Application Sessions for Community Group Members).</u> Shirley McCune and Martha Matthews. Washington, DC: U.S. Government Printing Office, 1978.
p. 26	<u>Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators — The Context of Title IX. (Outline and Participants' Materials for Generic Session One).</u> Shirley McCune and Martha Matthews. Washington, DC: U.S. Government Printing Office, 1978.
p. 43	<u>Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators — Participant's Notebook.</u> Shirley McCune and Martha Matthews. Washington, DC: U.S. Government Printing Office, 1978.

- p. 41 Implementing Title IX and Attaining Sex Equity:
A Workshop Package for Elementary-Secondary
Educators — Planning for Change (Outline and
Participants' Materials for Generic Session
Three). Shirley McCune and Martha Matthews.
Washington, DC: U.S. Government Printing
Office, 1978.
- p. 28 Implementing Title IX and Attaining Sex Equity:
A Workshop Package for Elementary-Secondary
Educators — The Title IX Regulation and
Grievance Process (Outline and Participants'
Materials for Generic Session Two).
Martha Matthews. Washington, DC: U.S.
Government Printing Office, 1978.
- p. 30 Implementing Title IX and Attaining Sex Equity:
A Workshop Package for Elementary-Secondary
Educators — The Vocational Educator's Role
(Outlines and Participants' Materials for
Application Sessions for Vocational
Educators). Joyce Kaser, Martha Matthews,
and Shirley McCune. Washington, DC: U.S.
Government Printing Office, 1978.
- p. 7 Model Policy Statement and Guidelines for
Implementation: The Elimination of Bias and
Stereotyping on the Basis of Sex in
Instructional Materials, Teacher Strategies
and Curriculum Content. Equal Rights for
Women in Education Project, Education Commission
of the States. Denver, CO: Education
Commission of the States, 1977.
- p. 3 Model Policy Statement and Guidelines for
Implementation: Equal Treatment of Students.
Equal Rights for Women in Education Project,
Education Commission of the States. Denver,
CO: Education Commission of the States, 1977.

- p. 9 Model Policy Statement and Guidelines for
Implementation: Guidance and Counseling.
Equal Rights for Women in Education Project,
Education Commission of the States. Denver, CO:
Education Commission of the States, 1977.
- p. 48 Project: Strategies for Sex Fairness—My Role As
A Change Agent. Kansas State University.
Pittsburg, KS: Kansas Vocational Curriculum
Center, 1979.
- p. 93 Sex-Fair Interest Measurement: Research and
Implications. Carol Kehr Tittle and Donald G.
Zytowski, editors. Washington, DC: National
Institute of Education, 1978.
- p. 94 Sex Fairness in Career Education. Marla Peterson
and Louise Vetter. Columbus, OH: The National
Center for Research in Vocational Education,
1977.
- p. 49 Sex Stereotyping Workshop — A Guide for
Implementation. Trish Arredondo. Orlando, FL:
Orange County Office of Career Education, n.d.
- p. 75 Sugar and Spice Is Not the Answer: A Parent
Handbook on the Career Implications of Sex
Stereotyping. Louise Vetter, Cheryl Meredith
Lowry, and Carolyn Burkhardt. Columbus, OH:
The National Center for Research in Vocational
Education, 1977.
- p. 51 A Suggested Approach to Non-Sexist Teaching.
Ohio Education Association/National Education
Association. Columbus, OH: Ohio Education
Association, n.d.
- p. 52 Training Modules for Preparing Educational Leaders
to Enhance Educational Equity for Females —
Project Synthesis Module. University of Tulsa.
Columbus, OH: The University Council for
Educational Administration, 1978.

Women and Work — New Options. Linda Artel
and Valerie Wheat. Women's Educational
Equity Communications Network. San Fran-
cisco, CA: Far West Laboratory for Educa-
tional Research and Development, 1979.

Part 86, Subparts B and C of the Title IX regulations state *admissions, recruitment, and exemptions provisions*. Their sections bar discrimination by all public schools—including vocational, professional, coeducational undergraduate, and graduate institutions—as they admit students. Private schools, including vocational and professional schools, are exempt.

The law says that:

- quotas and other measures limiting student applications and enrollment on the basis of sex are prohibited.
- equal efforts must be made to recruit both male and female students, except when special efforts are needed to recruit members of one sex in order to remedy the effects of past discrimination.
- distinctions made among students according to their parental, family, or marital status must be eliminated.

Items in this guide that reflect the admissions, recruitment, and exemptions provisions specified in Part 86, Subparts B and C of the Title IX regulations include:

<u>PAGE</u>	<u>RESOURCE</u>
p. 72	<u>An Equal Chance: A Parent's Introduction to Sex Fairness in Vocational Education.</u> Martha Matthews and Shirley McCune. Washington, DC: U.S. Government Printing Office, 1978.
p. 24	<u>Expanding Adolescent Role Expectations.</u> Charlotte J. Farris. Ithaca, NY: Cornell University, 1978.
p. 7	<u>Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content.</u> Equal Rights for Women in Education Project, Education Commission of the States. Denver, CO: Education Commission of the States, 1977.
p. 75	<u>Sugar and Spice Is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping.</u> Louise Vetter, Cheryl Meredith Lowry, and Carolyn Burkhardt. Columbus, OH: The National Center for Research in Vocational Education, 1977.
p. 16	<u>Support Yourself.</u> Francine Bennion. Salt Lake City, UT: Utah State Board of Education, 1979.
p. 52	<u>Training Modules for Preparing Educational Leaders to Enhance Educational Equity for Females -- Project Synthesis Module.</u> University of Tulsa. Columbus, OH: The University Council for Educational Administration, 1978.

p. 17

Try It, You'll Like It: A Student's Introduction to Nonsexist Vocational Education. Martha Matthews and Shirley McCune. Washington, DC: U.S. Government Printing Office, 1978.

p. 12

Vocational Education Sex Equity Strategies. Louise Vetter, Carolyn Burkhardt, and Judith Sechler. Columbus, OH: The National Center for Research in Vocational Education, 1978.

Part 86, Subpart D of the Title IX regulations states *treatment of students provisions*. Its sections provide standards of equity for student programs and activities. Although some schools are exempt from the admissions requirements of the law, all schools must treat their admitted students without discrimination based on sex.

The regulations say that schools must provide equal treatment of students in:

- access to schools and courses
- extracurricular programs and activities (including student organizations and competitive athletics)
- occupational and vocational training
- services, aids, or benefits (including counseling, coaching, insurance, awards, and financial assistance)
- housing
- employment
- rules and regulations

Students may not be discriminated against on the basis of marital, family, or parental status.

These regulations also forbid schools to perpetuate discrimination by providing "significant assistance" (for example, making available a facility or faculty sponsor) to individuals or groups who discriminate against students or employees on the basis of sex. There are some exceptions to this passage of the law, though—schools may assist such organizations as fraternities and sororities, Boy and Girl Scouts, and the YMCA and YWCA.

Items in the guide that reflect the treatment of students provisions specified in Part 86, Subpart D of the Title IX regulations include:

<u>PAGE</u>	<u>RESOURCE</u>
p. 78	<u>Career Planning Programs for Women Employees: A National Survey.</u> Louise Vetter, Patricia Worthy Winkfield, Cheryl Meredith Lowry, and Robert M. Ransom. Columbus, OH: The National Center for Research in Vocational Education, 1977.
p. 80	<u>Career Planning Programs for Women Employees: Prototype Programs.</u> Louise Vetter, Patricia Worthy Winkfield, Robert M. Ransom, and Cheryl Meredith Lowry. Columbus, OH: The National Center for Research in Vocational Education, 1977.
p. 82	<u>Career Planning Programs for Women Employees: Review of the Literature.</u> Patricia Worthy Winkfield, Cheryl Meredith Lowry, and Louise Vetter. Columbus, OH: The National Center for Research in Vocational Education, 1977.
p. 70	<u>Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools.</u> Mary Ellen Verheyden-Hilliard. Washington, DC: Project on Equal Education Rights (PEER), 1979.
p. 86	<u>The Guidance Needs of Women.</u> Lenore W. Harmon. Columbus, OH: The National Center for Research in Vocational Education, 1979.

p. 45

Implementing Title IX and Attaining Sex Equity:
A Workshop Package for Elementary-Secondary
Educators — Attaining Sex Equity in Counsel-
ing Programs and Practices (Application Book-
let for Counselors). Linda Stebbins and
Nancy L. Ames. Washington, DC: U.S. Govern-
ment Printing Office, 1978.

p. 35

Implementing Title IX and Attaining Sex Equity:
A Workshop Package for Elementary-Secondary
Educators — The Counselor's Role (Outline and
Participants' Materials for Application
Sessions for Counselors). Shirley McCune,
Linda Stebbins, Nancy L. Ames, Illana Rhodes,
Martha Matthews, Janice Birk, and Joyce Kaser.
Washington, DC: U.S. Government Printing
Office, 1978.

p. 43

Implementing Title IX and Attaining Sex Equity:
A Workshop Package for Elementary-Secondary
Educators — Participants' Notebook. Shirley
McCune and Martha Matthews. Washington, DC:
U.S. Government Printing Office, 1978.

p.

Implementing Title IX and Attaining Sex Equity:
A Workshop Package for Elementary-Secondary
Educators — The Physical Activity Specialist's
Role (Outlines and Participants' Materials for
Sessions A and B for Physical Activity
Specialists). Barb Landers. Washington, DC:
U.S. Government Printing Office, 1978.

p. 32

Implementing Title IX and Attaining Sex Equity:
A Workshop Package for Elementary-Secondary
Educators — The Teacher's Role (Outlines and
Participants' Materials for Application Sessions
for Teachers). Shirley McCune, Martha Matthews,
Myra Sadker, David Sadker, and Joyce Kaser.
Washington, DC: U.S. Government Printing
Office, 1978.

p. 47

Implementing Title IX in Physical Education and
Athletics: Application Booklet for Physical
Activity Specialists. Barb Landers.
Washington, DC: U.S. Government Printing
Office, 1978.

Part 86, Subpart E of the Title IX regulations states *employment provisions*. Its sections prohibit discrimination against any employee in any educational institution except military and religious schools.

In general, the regulations require equity in:

- the employment, recruitment, and hiring of full-time and part-time employees. This includes aspects of employment such as advertising and recruitment, employment criteria, hiring and firing, promotion, tenure, pay, job assignments, training, and leave.
- all union, employment agency, and fringe benefit agreements.

Employees may not be discriminated against on the basis of marital, family, or parental status.

The law also allows for the recruitment of members of the sex discriminated against in cases where past discrimination in hiring or recruitment have been found.

(NOTE: Recent court cases indicate that except in instances where federal money flows directly to employment programs, only employees or applicants who can show that discrimination in their recruitment or hiring hurts *students* will win redress.)

Items in this guide that reflect the employment provisions specified in Part 86, Subpart E of the Title IX regulations include:

PAGE

RESOURCE

p. 56

Brief Highlights of Major Federal Laws and Order on Sex Discrimination in Employment.
U.S. Department of Labor, Women's Bureau.
Washington, DC: U.S. Government Printing Office, 1978.

p. 28

Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators — The Title IX Regulation and Grievance Process (Outline and Participants' Materials for Generic Session Two). Martha Matthews. Washington, DC: U.S. Government Printing Office, 1978.

p. 69

A Working Woman's Guide to Her Job Rights. U.S. Department of Labor, Women's Bureau.
Washington, DC: U.S. Government Printing Office, 1978.

Part 86, Subpart F of the Title IX regulations states interim *enforcement provisions*. It says that in enforcing Title IX, the provisions applicable to Title VI of the Civil Rights Act of 1964 are to be followed until new technical procedures are developed.

Generally, these Civil Rights provisions mean that:

- educational institutions must keep records demonstrating that they are in compliance with the requirements of Title IX.
- groups or individuals may file complaints of non-compliance within educational programs.
- broad-based investigations of schools or agencies may be initiated by federal officials.
- if, after investigation, it is found that discrimination exists, an institution must try to achieve voluntary compliance with the law. Failing this, administrative hearings may be called which can lead to the termination of federal funds. The matter may also be referred to the Department of Justice for possible federal prosecution or to state or local authorities for action under those laws.

Items in this guide that reflect the enforcement provisions specified in Part 86, Subpart F of the Title IX regulations include:

<u>PAGE</u>	<u>RESOURCE</u>
p. 56	<u>Brief Highlights of Major Federal Laws and Order on Sex Discrimination in Employment.</u> U.S. Department of Labor, Women's Bureau. Washington, DC: U.S. Government Printing Office, 1978.
p. 28	<u>Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators — The Title IX Regulation and Grievance Process (Outline and Participants' Materials for Generic Session Two).</u> Martha Matthews. Washington, DC: U.S. Government Printing Office, 1978.
p. 51	<u>A Suggested Approach to Non-Sexist Teaching.</u> Ohio Education Association/National Education Association. Columbus, OH: Ohio Education Association, n.d.
p. 69	<u>A Working Woman's Guide to Her Job Rights.</u> U.S. Department of Labor, Women's Bureau. Washington, DC: U.S. Government Printing Office, 1978.

TITLE II

In Title II of the Education Amendments of 1976, Congress states the legislative provisions for the planning and operation of vocational education programs. Title II updates the Vocational Education Act of 1963. Its regulations are designed both "to overcome sex discrimination in vocational education" and to "assist States to improve planning in the use of all resources for vocational education"—including plans for insuring nondiscriminatory programs.

The regulations require in part that states set forth detailed descriptions of the policies and procedures they use to provide equal access to vocational programs by both sexes. This description must include specific actions taken to overcome sex discrimination and incentives adopted to encourage the enrollment of both males and females in nontraditional courses.

Provisions related to the elimination of sex discrimination, bias, and stereotyping in vocational education are incorporated into four of the five major portions of the regulations affecting state programs. These regulations appear in Part 104 of Title II. Equity requirements for vocational education are included in the provisions for:

- administration of state vocational programs
- state use of federal basic grants funds*
- state use of federal program improvement and supportive services funds*
- consumer and homemaking education

As with any legislation, the intent of specific passages of Title II may be altered by subsequent court cases and legislative provisions. If you want to find out more about Title II and how it works, remember to check out any new interpretations of the law.

* Basic grant, program improvement and supportive services grant—The 1976 Amendments consolidate several of the categorical grants established in the Vocational Education Act of 1963 into a single block grant for each state. Eighty percent of this block grant is considered a basic grant. The remaining 20% of the block grant is set aside for program improvement and supportive services.

Part 104, Subpart 1 of the Title-II regulations specifies requirements for the *administration of vocational programs*. Its sections contain six major administrative mandates for states which are related to sex equity in vocational education—including one mandate that also applies to local programs, and one that also applies to federal programs.

The regulations require that:

- states designate a full-time vocational education sex equity coordinator and provide support staff.
- state and local advisory councils for vocational education include one or more members who represent women's concerns.
- state and national vocational education data systems report each year statistical information on the sex of vocational students.
- state plans include policies and procedures for eliminating sex discrimination in vocational programs.
- state plans are reviewed for compliance with state policies for providing equal access to vocational programs by both men and women.
- State boards of vocational education evaluate each vocational program receiving federal, state, or local funds for its services to special populations—including women—during the period of the five-year state plan.

Items in this guide that reflect the *administrative requirements specified in Part 104, Subpart 1 of the Title II regulations* include:

<u>PAGE</u>	<u>RESOURCE</u>
p. 4	<u>A Guide for Vocational Education Sex Equity Personnel.</u> Louise Vetter, Carolyn Burkhardt, and Judith Sechler. Columbus, OH: The National Center for Research in Vocational Education, 1978.
p. 5	<u>How to Erase Sex Discrimination in Vocational Education.</u> Patricia Beyea and Geraldine O'Kane. New York, NY: American Civil Liberties Union Foundation, 1977.
p. 10	<u>Model Policy Statement and Guidelines for Implementation: Vocational Education.</u> Equal Rights for Women in Education Project, Education Commission of the States. Denver, CO: Education Commission of the States, 1977.
p. 97	<u>The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs: Executive Summary.</u> Eric Rice and Rose Etheridge. Chapel Hill, NC: System Sciences, Inc., 1977.
p. 98	<u>Vocational Education Sex Equity Program.</u> Bureau of Equal Educational Opportunity. Harrisburg, PA: Department of Education, 1978.
p. 12	<u>Vocational Education Sex Equity Strategies.</u> Louise Vetter, Carolyn Burkhardt, and Judith Sechler. Columbus, OH: The National Center for Research in Vocational Education, 1978.

Part 104, Subpart 2 of the Title II regulations specifies *provisions governing the state use of federal basic grant funds* for local vocational education programs. Its sections list both required and optional uses of the money.

The regulations *require* that each state use a portion of its basic grant funds for two purposes. Specifically, each fiscal year states must spend:

- "not less than \$50,000" to support the state vocational education sex equity personnel mandated in Subpart 1 of the regulations.
- "not less than an amount of funds it deems necessary" for special vocational programs and placement services designed for displaced homemakers.

The regulations list several services for which each state *may elect* to spend the balance of its basic grant funds. The list contains two types of services which are related to sex equity in vocational education.

- Support services for women in vocational programs including counseling, job development, and job follow-up support. It also provides for support to increase the number of female vocational instructors.
- Day care services for children. The purpose of this provision is to afford students who are also parents the opportunity to participate in vocational education programs.

Items in this guide that reflect the use of basic grants provisions specified in Part 104, Subpart 2 of the Title II regulations include:

<u>PAGE</u>	<u>RESOURCE</u>
p. 55	<u>Apprenticeship and Other Blue Collar Job Opportunities for Women.</u> Valerie Wheat in consultation with Christie Niebel. San Francisco, CA: Far West Laboratory Women's Educational Equity Communication Network for Educational Research and Development, 1978.
p. 57	<u>Counseling Programs and Services for Women in Non-Traditional Occupations.</u> Helen S. Farmer. Columbus, OH: The National Center for Research in Vocational Education, 1978.
p. 23	<u>Equal Vocational Opportunity.</u> Millie Huff. Nashville, TN: Tennessee Department of Education, 1978.
p. 85	<u>Fostering Sex Fairness in Vocational Education: Strategies for Administrators.</u> JoAnn M. Steiger and Sue H. Schlesinger. Columbus, OH: The National Center for Research in Vocational Education, 1979.
p. 87	<u>Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers, and Older Women.</u> Carol Eliason. Washington, DC: National Advisory Council on Women's Educational Programs, 1978.

p. 92

Sex Equity Materials and Resources. Rhode Island Department of Education. Providence, RI: Rhode Island Department of Education, 1979.

p. 103

Young Women and Employment: What We Know and Need to Know About the School-to-Work Transition. U.S. Department of Labor, Women's Bureau. Washington, DC: U.S. Government Printing Office, 1978.

Part 104, Subpart 3 of Title II regulations specifies provisions governing the state use of federal program improvement and supportive services grants for vocational education.

As the name implies, the funds are intended to be used for vocational education improvement by providing for four types of activities and services.

Under these regulations, states are required to use funds for:

- *program improvement activities.* Within these activities, states may elect to fund programs related to eliminating sex bias and stereotyping in vocational education in three categories: research, the development of exemplary and innovative programs, and curriculum development.
- *vocational guidance and counseling programs.* Within these programs, states may elect to fund (among several other types of activities) programs to acquaint counselors with "(1) the changing work patterns of women, (2) ways of effectively overcoming occupational sex stereotyping, and (3) ways of assisting girls and women in selecting careers solely on their occupational needs and interests."

States also may elect to use funds for:

- *vocational education personnel training.* The law provides for several types of training, including inservice training to overcome sex bias and sex stereotyping in vocational education programs. It applies to "teachers and other staff members."
- *grants to overcome sex bias and sex stereotyping.* Funds may be used for supporting several types of projects and activities which show promise of eliminating discriminatory practices in vocational education.

Items in this guide that reflect the program improvement and supportive services provisions specified in Part 104, Subpart 3 of the Title II regulations include:

<u>PAGE</u>	<u>RESOURCE</u>
p. 76	<u>Career Planning Programs for Women Employees: Annotated Bibliography.</u> Patricia Worthy Winkfield, Cheryl Meredith Lowry, and Louise Vetter. Columbus, OH: The National Center for Research in Vocational Education, 1977.
p. 78	<u>Career Planning Programs for Women Employees: A National Survey.</u> Louise Vetter, Patricia Worthy Winkfield, Cheryl Meredith Lowry, and Robert M. Ransom. Columbus, OH: The National Center for Research in Vocational Education, 1977.
p. 80	<u>Career Planning Programs for Women Employees: Prototype Programs.</u> Louise Vetter, Patricia Worthy Winkfield, Robert M. Ransom, and Cheryl Meredith Lowry. Columbus, OH: The National Center for Research in Vocational Education, 1977.
p. 82	<u>Career Planning Programs for Women Employees.</u> Patricia Worthy Winkfield, Cheryl Meredith Lowry, and Louise Vetter. Columbus, OH: The National Center for Research in Vocational Education, 1977.
p. 57	<u>Counseling Programs and Services for Women in Non-Traditional Occupations.</u> Helen S. Farmer. Columbus, OH: The National Center for Research in Vocational Education, 1978.

- p. 84 Directory of People in Nontraditional Jobs.
Marilyn A. Hulme, Susan Anczarki, and Louise Small. Trenton, NJ: New Jersey State Department of Education, 1978.
- p. 72 An Equal Chance: A Parent's Introduction to Sex Fairness in Vocational Education.
Martha Matthews and Shirley McCune. Washington, DC: Government Printing Office, 1978.
- p. 23 Equal Vocational Opportunity. Millie Huff. Nashville, TN: Tennessee Department of Education, 1978.
- p. 24 Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators. Charlotte J. Farris. Ithaca, NY: Cornell University, 1977; revised 1978.
- p. 13 Expanding Career Horizons. Steiger, Fink and Kosicoff, Inc. Macomb, IL: Western Illinois University, 1977; revised 1979.
- p. 85 Fostering Sex Fairness in Vocational Education: Strategies for Administrators. JoAnn M. Steiger and Sue H. Schlesinger. Columbus, OH: The National Center for Research in Vocational Education, 1979.
- p. 14 Guidelines for Sex-Fair Vocational Education Materials. Women on Words and Images. Washington, DC: U.S. Government Printing Office, 1979.
- p. 62 Look Who's Working Here.... Westchester County Women's Center. Mt. Vernon, NY: Education Center, n.d.

- p. 9 Model Policy Statement and Guidelines for Implementation: Guidance and Counseling. Equal Rights for Women in Education Project. Education Commission of the States. Denver, CO: Education Commission of the States, 1977.
- p. 88 Preparing Women to Teach Non-Traditional Vocational Education. Roslyn D. Kane. Columbus, OH: The National Center for Research in Vocational Education, 1978.
- p. 89 Professional Development Programs for Sex Equity in Vocational Education. Mary Ellen Verheyden-Hilliard. Columbus, OH: The National Center for Research in Vocational Education, 1979.
- p. 48 Project: Strategies for Sex Fairness — My Role as a Change Agent. Kansas State University. Pittsburg, KS: Kansas Vocational Curriculum Center, 1979.
- p. 15 Promoting Sex Equity in the Classroom: A Resource for Teachers — Vocational and Technical Education. Department of Home Economics Education, Iowa State University, 1979.
- p. 90 Resource Update: 1979 Sex Equity in Vocational Education. Dissemination and Utilization Program. Columbus, OH: The National Center for Research in Vocational Education, 1979.
- p. 91 Sex Equality in Vocational Education: A Chance for Educators to Expand Opportunities for Students. Barbara Schonborn and Mary L. O'Neill. San Francisco, CA: Women's Educational Equity Communication Network, Far West Laboratory for Educational Research and Development, 1978.

- p. 92 Sex Equity Materials and Resources. Rhode Island Department of Education. Providence, RI: Rhode Island Department of Education, 1979.
- p. 94 Sex Fairness in Career Education. Marla Peterson and Louise Vetter. Columbus, OH: The National Center for Research in Vocational Education, 1977.
- p. 95 Sex Fairness in Vocational Education. John Phillip Schenck. Columbus, OH: The National Center for Research in Vocational Education, 1977.
- p. 96 Some Underemphasized Issues About Men, Women and Work. Susan Hesselbart. (Paper presented at American Sociological Association Meeting). Tallahassee, FL: Florida State University, 1978.
- p. 50 Steps Toward Sex Equity in Vocational Education: An Inservice Training Design. Joyce Kaser, Martha Matthews, and Shirley McCune. Washington, DC: U.S. Government Printing Office, 1978.
- p. 75 Sugar and Spice is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping. Louise Vetter, Cheryl Meredith Lowry, and Carolyn Burkhardt. Columbus, OH: The National Center for Research in Vocational Education, 1977.
- p. 16 Support Yourself. Francine Bennion. Salt Lake City, UT: Utah State Board of Education, 1979.

- p. 97 The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs: Executive Summary. Eric Rice and Rose Etheridge. Chapel Hill, NC: System Sciences, Inc., 1977.
- p. 17 Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education. Martha Matthews and Shirley McCune. Washington, DC: U.S. Government Printing Office, 1978.
- p. 18 20 Facts on Women Workers. U.S. Department of Labor, Women's Bureau. Washington DC: U.S. Government Printing Office, 1978.
- p. 19 Untapped Resources in Vocational Education: Trainer/Teacher Guide. James D. Good. Columbia, MO: University of Missouri, 1979.
- p. 12 Vocational Education Sex Equity Strategies. Louise Vetter, Carolyn Burkhardt, and Judith Sechler. Columbus, OH: The National Center for Research in Vocational Education, 1978..
- p. 20 Why Women Work. U.S. Department of Labor, Women's Bureau. Washington, DC: U.S. Government Printing Office, 1978.
- p. 101 Women and the Skilled Trades. Norma L. Briggs. Columbus, OH: The National Center for Research in Vocational Education, 1978.
- p. 21 The Women Business Owners Orientation Program. Carol Eliason. Washington, DC: The American Association of Community and Junior Colleges, 1979.

- p. 99 Women in Community and Junior Colleges: Report of a Study on Access to Occupational Education. Carol Eliason. Washington, DC: American Association of Women in Community and Junior Colleges, 1977.
- p. 100 Women in Non-Traditional Vocational Education in Secondary Schools. Roslyn D. Kane and Pamela E. Frazee. Arlington, VA: Rj Associates, Inc., 1978.
- p. 22 "Women in the Work Force: A Set of Graphs."
 Fully Employed Women Continue to Earn Less Than Fully Employed Men of Either White or Minority Races. U.S. Department of Labor, Women's Bureau. Washington, DC: U.S. Government Printing Office, 1978.
 Most Women Work Because of Economic Need. U.S. Department of Labor, Women's Bureau. Washington, DC: U.S. Government Printing Office, 1978.
 Women Are Underrepresented as Managers and Skilled Craft Workers. U.S. Department of Labor, Women's Bureau, Washington, DC: U.S. Government Printing Office, 1978.
- p. 69 A Working Woman's Guide to Her Job Rights. Women's Bureau, U.S. Department of Labor. Washington, DC: U.S. Government Printing Office, 1978.

Part 104, Subpart 5 of the Title II regulations specifies *provisions for programs in consumer and homemaking education*. Its sections outline specifications for these programs, including requirements that they encourage:

- both males and females to prepare for combining the roles of homemaker and wage earner.
- the elimination of sex stereotyping by promoting the development of curriculum materials that deal with women working outside of the home, changing career patterns of men and women, and laws related to equal educational and employment opportunity.
- outreach programs that prepare males and females who have or intend to enter into the work of the home.

Items in this guide that reflect the consumer and homemaking education provisions outlined in Part 104, Subpart 5 of the Title II regulations include:

PAGE

RESOURCE

p. 25

Home Economics Unlimited. Doris Dopkin. New Brunswick, NJ: The Training Institute for Sex Desegregation of the Public Schools, Rutgers University, 1978.

**FOR YOUR
INFORMATION**

Because EQUAL IS BETTER, remember...

...there are some additional legislative provisions that affect sex equity in vocational education, too. If you're interested in other laws and regulations, that are intended to overcome sex discrimination, bias, and stereotyping in education and employment, you might want to find out more about the ones summarized in this section.

- *Use of the Commissioner of Education's Discretionary Funds for vocational education under Title II, Part 105.* Five percent of the funds appropriated for federal vocational programs under Title II are reserved for programs of national significance. Some of these may be used to support programs to overcome sex bias in vocational education.
- *A national study of sex bias in vocational education that is provided for in the Education Amendments of 1976, Public Law 94-482, Section 523(a).* The Commissioner of Education is responsible for this study, which was to be submitted to Congress by October, 1978.
- *The representation of women's concerns on the National Advisory Council on Vocational Education.* The Vocational Education Technical Amendments of 1976, Section 162(a) require the membership of minority and non-minority females and males with knowledge of women's issues and concerns.
- *Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972.* This law prohibits discriminatory practices in the terms and conditions of employment on the basis of race, color, religion, national origin, or sex by all institutions with 15 or more employees.
- *The Equal Pay Act of 1963 as amended by the Education Amendments of 1972* prohibits sex discrimination in the salaries and most fringe benefits of employees of education institutions and agencies. The Act requires that males and females working for the same employer under similar condi-

tions in jobs needing like skills be paid equally.

- *Executive Order 11246 as amended by 11375* prohibits discrimination on the basis of race, color, religion, national origin, or sex in institutions or agencies with federal contracts for both direct services and grants of over \$10,000. Recipients must use equitable practices in hiring, discharge, promotion, wages, benefits, training, and all other conditions of employment.
- *Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act as amended by the Comprehensive Health Manpower Training Act and the Nurse Training Amendments Act of 1971.* These regulations require that institutions receiving federal funds for their health personnel training programs not discriminate on the basis of sex in admissions or employment practices related to employees who work directly with applicants or students.

Answers to the Title IX/Title II

Quiz on Pages 106 and 107:

1. Title IX
2. Title IX
3. Title II
4. Title II
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6. Title IX
7. Title II
8. Title II
9. Title IX
10. Title IX

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